

**House File 2380 - Introduced**

HOUSE FILE 2380

BY COMMITTEE ON EDUCATION

(SUCCESSOR TO HSB 517)

**A BILL FOR**

1 An Act relating to programs and activities under the purview of  
2 the department of education, the state board of education,  
3 the board of educational examiners, school districts,  
4 and accredited nonpublic schools; and providing for the  
5 retention of certain fees and for the use of certain funds.  
6 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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1

## DIVISION I

2

## COMPETENCY-BASED INSTRUCTION

3

## Section 1. COMPETENCY-BASED INSTRUCTION TASK FORCE.

4

1. The superintendents of the school districts that have been approved by the department of education to implement competency-based instruction shall appoint a task force to conduct a study regarding competency-based instruction standards and options and the integration of competency-based instruction with the Iowa core curriculum, and to develop related assessment models and professional development focused on competency-based instruction.

2. At a minimum, the task force shall do all of the following:

a. Redefine the Carnegie unit into competencies.

b. Construct personal learning plans and templates.

c. Develop student-centered accountability and assessment models.

d. Empower learning through technology.

e. Develop supports and professional development for educators to transition to a competency-based system.

3. a. The task force shall be comprised of at least sixteen members, nine of whom shall represent education stakeholders and practitioners knowledgeable about the Iowa core curriculum; one of whom shall be the deputy director and administrator of the division of learning and results of the department of education or the deputy director's designee; one of whom shall represent the area education agencies; one of whom shall represent the Iowa state education association; and four of whom shall represent the general assembly.

b. The four members of the general assembly shall serve as ex officio, nonvoting members. One representative shall be appointed by the speaker of the house of representatives, one representative shall be appointed by the minority leader of the house of representatives, one senator shall be appointed by the majority leader of the senate after consultation with the

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1 president of the senate, and one senator shall be appointed by  
2 the minority leader of the senate.

3 4. The person representing the area education agency shall  
4 convene the initial meeting. The task force shall elect one  
5 of its members as chairperson. After the initial meeting, the  
6 task force shall meet at the time and place specified by call  
7 of the chairperson. The department of education shall provide  
8 staffing services for the task force.

9 5. The task force shall submit its plan, findings, models,  
10 and recommendations in a final report to the state board of  
11 education, the governor, and the general assembly by January  
12 15, 2013.

13 Sec. 2. COMPETENCY-BASED EXEMPTION REQUEST — EXTENSION  
14 FOR 2012-2013 SCHOOL YEAR. The board of directors of a school  
15 district or the authorities in charge of a nonpublic school  
16 shall have until May 1, 2012, to submit a request for an  
17 exemption from the educational program to the director of the  
18 department of education in accordance with section 256.11,  
19 subsection 8, to create, beginning with the 2012-2013 school  
20 year, competency-based pathways for students that use standards  
21 and evidence as the baseline for competency determinations and  
22 bases advancement and credit on what students know or are able  
23 to do rather than on time spent in the classroom.

24 Sec. 3. EFFECTIVE UPON ENACTMENT. This division of this  
25 Act, being deemed of immediate importance, takes effect upon  
26 enactment.

## DIVISION II

## CORE CURRICULUM FRAMEWORK AND CORE CONTENT STANDARDS

29 Sec. 4. Section 256.7, subsection 26, paragraph a, Code  
30 Supplement 2011, is amended to read as follows:

31 a. Adopt rules that establish a core curriculum and high  
32 school graduation requirements for all students in school  
33 districts and accredited nonpublic schools that include at a  
34 minimum satisfactory completion of four years of English and  
35 language arts, three years of mathematics, three years of

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1 science, and three years of social studies.

2 (1) The rules establishing high school graduation  
3 requirements shall authorize a school district or  
4 accredited nonpublic school to consider that any student who  
5 satisfactorily completes a high school-level unit ~~of English~~  
6 ~~or language arts, mathematics, science, or social studies~~ has  
7 satisfactorily completed a unit of the high school graduation  
8 requirements for that area as specified in this ~~lettered~~  
9 paragraph "a", and shall authorize the school district or  
10 accredited nonpublic school to issue high school credit for the  
11 unit to the student.

12 (2) The rules establishing a core curriculum shall address  
13 the core content standards in subsection 28 and the skills and  
14 knowledge students need to be successful in the twenty-first  
15 century. ~~The core curriculum shall include, including but not~~  
16 ~~limited to English and language arts, mathematics, science,~~  
17 ~~social studies and twenty-first century learning skills~~  
18 ~~which include but are not limited to, music and other fine~~  
19 ~~arts, applied arts, foreign languages, physical education,~~  
20 ~~entrepreneurship education,~~ civic literacy, health literacy,  
21 technology literacy, financial literacy, and employability  
22 skills; and shall address the curricular needs of students  
23 in kindergarten through grade twelve in those areas. The  
24 department shall further define the twenty-first century  
25 learning skills components by rule.

26 Sec. 5. Section 256.9, Code Supplement 2011, is amended by  
27 adding the following new subsections:

28 NEW SUBSECTION. 62. Appoint members to the core curriculum  
29 framework and core content standards advisory council  
30 established in section 256.41. The director may establish  
31 objectives for the council in accordance with section 256.41.

32 NEW SUBSECTION. 63. a. Create and disseminate to school  
33 districts, charter schools, and accredited nonpublic schools  
34 a model curriculum that is directly tied to the goals,  
35 outcomes, and assessment strategies identified in the core

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1 content standards. The model curriculum shall identify a  
2 developmentally appropriate scope and sequence of instruction  
3 applicable to the core content standards, instructional  
4 material resources, and teaching and assessment strategies.  
5 The model curriculum shall provide guidance to school districts  
6 and schools and expand on the core content standards. The  
7 model curriculum shall be modified as necessary to incorporate  
8 the core curriculum framework developed pursuant to paragraph  
9 "b".

10     b. Develop by July 1, 2015, a core curriculum framework  
11 aligned to the core curriculum standards established pursuant  
12 to section 256.7, subsection 26.

13     Sec. 6. NEW SECTION. **256.41 Core curriculum framework and**  
14 **core content standards advisory council.**

15     1. A core curriculum framework and core content standards  
16 advisory council is established under the department.

17     2. The advisory council shall consist of no less than seven  
18 members appointed by the director in accordance with sections  
19 69.16, 69.16A, and 69.16C. Members shall serve at the pleasure  
20 of the director.

21     3. The department is the primary agency responsible for  
22 providing administrative personnel and services for the  
23 advisory council.

24     4. Members shall elect a chair annually and other officers  
25 as the members determine. Members shall establish rules of  
26 procedure for the advisory council.

27     5. The advisory council shall meet at least quarterly and at  
28 the call of the chair.

29     6. Members of the advisory council shall serve without  
30 compensation but may be reimbursed for actual expenses incurred  
31 in the performance of their duties.

32     7. The advisory council shall review the core curriculum,  
33 the core content standards, and the model curriculum adopted  
34 pursuant to section 256.7, subsections 26, 28, and 63 upon  
35 request of the director and make recommendations to the

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1 director regarding a core curriculum framework and any  
2 necessary changes to the core curriculum content standards and  
3 model curriculum. In making recommendations, the advisory  
4 council shall seek to further the goals of the core content  
5 standards and any objectives established by the director.

6 DIVISION III

7 TEACHER AND ADMINISTRATOR PERFORMANCE

8 Sec. 7. Section 256.7, Code Supplement 2011, is amended by  
9 adding the following new subsection:

10 NEW SUBSECTION. 31. a. By January 1, 2013, adopt rules  
11 establishing Iowa teaching and administration standards  
12 that are aligned with best practices and nationally accepted  
13 standards.

14 b. By July 1, 2013, adopt by rule statewide teacher  
15 evaluation system and statewide administrator evaluation system  
16 pilot programs which shall be implemented during the 2013-2014  
17 school year. This paragraph is repealed July 1, 2015.

18 Sec. 8. Section 256.9, Code Supplement 2011, is amended by  
19 adding the following new subsection:

20 NEW SUBSECTION. 64. a. Develop a statewide teacher  
21 evaluation system and a statewide administrator evaluation  
22 system that school districts, charter schools, and accredited  
23 nonpublic schools shall use to standardize the instruments  
24 and processes used to evaluate teachers and administrators  
25 throughout the state. However, a charter school or accredited  
26 nonpublic school may develop and submit to the department for  
27 approval an alternative teacher evaluation system that meets  
28 local and state educational goals. Upon receiving approval  
29 from the department, the charter school or accredited nonpublic  
30 school may adopt and implement the approved alternative teacher  
31 evaluation system in lieu of the statewide teacher evaluation  
32 system.

33 b. The components of the statewide teacher evaluation system  
34 shall include but not be limited to the following:

35 (1) Direct observation of classroom teaching behaviors.

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1 (2) Strong consideration of student outcome measures, when  
2 available for tested subjects and grades, to validate direct  
3 observation of classroom teaching behaviors.

4 (3) Integration of the Iowa teaching standards.

5 (4) System applicability to teachers in all content areas  
6 taught in a school.

7 Sec. 9. Section 284.3, Code 2011, is amended by adding the  
8 following new subsection:

9 NEW SUBSECTION. 4. This section is repealed July 1, 2013.

10 Sec. 10. Section 284.4, subsection 1, paragraph e, Code  
11 2011, is amended to read as follows:

12 e. (1) Adopt a teacher evaluation plan that, at minimum,  
13 requires ~~a~~ an annual performance review of teachers in the  
14 district ~~at least once every three years~~ based upon the Iowa  
15 teaching standards and individual professional development  
16 plans in accordance with section 284.8, and requires  
17 administrators to complete evaluator training in accordance  
18 with section 284.10.

19 (2) Adopt, by July 1, 2013, the statewide teacher evaluation  
20 system developed pursuant to section 256.9, subsection 64.  
21 However, the school district may develop and submit to the  
22 department for approval an alternative teacher evaluation  
23 system that meets local and state educational goals. In lieu  
24 of the statewide teacher evaluation system, the school district  
25 may adopt and implement the alternative teacher evaluation  
26 system upon receiving approval from the department.

27 Sec. 11. Section 284.8, subsections 1 and 2, Code 2011, are  
28 amended to read as follows:

29 1. A school district shall provide for an annual  
30 review ~~a~~ of each teacher's performance ~~at least once every~~  
31 ~~three years~~ for purposes of assisting teachers in making  
32 continuous improvement, documenting continued competence in  
33 the Iowa teaching standards, identifying teachers in need of  
34 improvement, or to determine whether the teacher's practice  
35 meets school district expectations for career advancement in

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1 accordance with section 284.7. The review shall be conducted  
2 by at least one evaluator certified in accordance with section  
3 284.10, and shall include, at minimum, classroom observation  
4 of the teacher, the teacher's progress, and implementation of  
5 the teacher's individual professional development plan, subject  
6 to the level of resources provided to implement the plan; and  
7 shall include supporting documentation from parents, students,  
8 and other teachers.

9 2. If, as a result of a review conducted pursuant to  
10 subsection 1, a supervisor or an evaluator determines, ~~at any~~  
11 ~~time, as a result of a teacher's performance that the a teacher~~  
12 is not meeting district expectations under the Iowa teaching  
13 standards ~~specified in section 284.3, subsection 1, paragraphs~~  
14 ~~"a" through "h"~~ established by the state board by rule, the  
15 criteria for the Iowa teaching standards developed by the  
16 department in accordance with section 256.9, subsection 46, and  
17 any other standards or criteria established in the collective  
18 bargaining agreement, the evaluator shall, at the direction of  
19 the teacher's supervisor, recommend to the district that the  
20 teacher participate in an intensive assistance program. The  
21 intensive assistance program and its implementation are subject  
22 to negotiation and grievance procedures established pursuant to  
23 chapter 20. All school districts shall be prepared to offer an  
24 intensive assistance program.

25 Sec. 12. Section 284A.7, Code 2011, is amended to read as  
26 follows:

27 **284A.7 Evaluation requirements for administrators.**

28 1. A school district shall conduct an annual evaluation  
29 of an administrator who holds a professional administrator  
30 license issued under ~~chapter 272 at least once every three~~  
31 ~~years~~ chapter 256 for purposes of assisting the administrator  
32 in making continuous improvement, documenting continued  
33 competence in the Iowa standards for school administrators  
34 adopted pursuant to section 256.7, subsection 27, or to  
35 determine whether the administrator's practice meets school

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1 district expectations. The review shall include, at a minimum,  
2 an assessment of the administrator's competence in meeting  
3 the Iowa standards for school administrators and the goals of  
4 the administrator's individual professional development plan,  
5 including supporting documentation or artifacts aligned to the  
6 Iowa standards for school administrators and the individual  
7 administrator's professional development plan.

8 2. Adopt the statewide administrator evaluation system  
9 developed pursuant to section 256.9, subsection 64. However,  
10 the school district may develop and submit to the department  
11 for approval an alternative administrator evaluation system  
12 that meets local and state educational goals. In lieu of  
13 the statewide administrator evaluation system, the school  
14 district may adopt and implement the alternative administrator  
15 evaluation system upon receiving approval from the department.

16 Sec. 13. STATEWIDE EDUCATOR EVALUATION SYSTEM TASK  
17 FORCE. The director of the department of education shall  
18 appoint, and provide staffing services for, a task force to  
19 conduct a study regarding a statewide teacher evaluation  
20 system and a statewide administrator evaluation system. The  
21 study of a statewide teacher evaluation system shall include a  
22 review of student outcome measures described in section 256.9,  
23 subsection 64, paragraph "b", subparagraph (2). To the extent  
24 possible, appointments shall be made to provide geographical  
25 area representation and to comply with sections 69.16, 69.16A,  
26 and 69.16C. The task force, at a minimum, shall include in its  
27 recommendations and proposal a tiered evaluation system that  
28 differentiates ineffective, minimally effective, effective, and  
29 highly effective performance by teachers and administrators.  
30 The task force shall submit its findings, recommendations, and  
31 a proposal for each system to the state board of education and  
32 the general assembly by October 15, 2012. By November 26,  
33 2012, the department of education shall submit a departmental  
34 bill drafting request to the legislative services agency  
35 in bill draft format making specific and detailed proposed

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1 amendments to the Code of Iowa necessary to advance the  
2 proposed task force recommendations as approved by the state  
3 board of education.

4 Sec. 14. TEACHER PERFORMANCE, COMPENSATION, AND CAREER  
5 DEVELOPMENT TASK FORCE.

6 1. The director of the department of education shall  
7 appoint, and provide staffing services for, a teacher  
8 performance, compensation, and career development task force  
9 to develop recommendations for a new teacher compensation  
10 system to replace the current teacher compensation system which  
11 addresses, at a minimum, the following:

12 a. The duties and responsibilities of apprentice, career,  
13 mentor, and master teachers.

14 b. Utilizing retired teachers as mentors.

15 c. Strategic and meaningful uses of finite resources and the  
16 realignment of resources currently available.

17 d. Mechanisms to substantially increase the average salary  
18 of teachers who assume leadership roles within the profession.

19 e. Standardizing implementation of task force  
20 recommendations in all of Iowa's school districts and public  
21 charter schools.

22 2. The director of the department of education shall appoint  
23 and provide staffing services for a task force whose members  
24 shall represent teachers, parents, school administrators,  
25 and business and community leaders. Insofar as practicable,  
26 appointments shall be made to provide geographical area  
27 representation and to comply with sections 69.16, 69.16A, and  
28 69.16C.

29 3. The state board of education shall consider the findings  
30 and recommendations of the task force when adopting rules  
31 establishing Iowa teaching standards pursuant to this Act.

32 4. The task force shall submit its findings and  
33 recommendations in a report to the state board of education,  
34 the governor, and the general assembly by October 15, 2012.

35 Sec. 15. REPEAL. Section 284.14A, Code 2011, is repealed.

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1     Sec. 16. EFFECTIVE UPON ENACTMENT. The sections of  
2 this division of this Act providing for the appointment of  
3 the statewide educator evaluation system task force and the  
4 appointment of the teacher performance, compensation, and  
5 career development task force, being deemed of immediate  
6 importance, take effect upon enactment.

7     Sec. 17. FUTURE CONTINGENT REPEAL AND USE OF EVALUATION  
8 SYSTEMS.

9     1. Section 256.7, subsection 31, and section 256.9,  
10 subsection 64, as enacted in this division of this Act, are  
11 repealed if the general assembly fails to enact legislation  
12 providing for the establishment of a statewide teacher  
13 evaluation system and a statewide administrator evaluation  
14 system during the 2013 Regular Session of the Eighty-fifth  
15 General Assembly, effective July 1, 2013.

16     2. Notwithstanding the sections of this division of  
17 this Act amending sections 284.3, 284.8, and 284A.7, if the  
18 general assembly fails to enact legislation providing for the  
19 establishment of a statewide teacher evaluation system and  
20 a statewide administrator evaluation system during the 2013  
21 Regular Session of the Eighty-fifth General Assembly, effective  
22 July 1, 2013, all school districts shall continue to use the  
23 teacher and administrator evaluation systems in place on June  
24 30, 2013.

## DIVISION IV

## INNOVATION ACCELERATION PROGRAM — FUND

25  
26     Sec. 18. NEW SECTION. **256.65 Innovation acceleration**  
27 **program — fund.**

28  
29     1. An innovation acceleration program is established  
30 in the department to be administered by the department to  
31 provide competitive grants to applicants with a record of  
32 improving student achievement and educational attainment in  
33 order to expand the implementation of, and investment in,  
34 innovative practices that are demonstrated to have an impact  
35 on improving student achievement or student growth, closing

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1 achievement gaps, decreasing dropout rates, increasing parental  
2 involvement, increasing attendance rates, increasing high  
3 school graduation rates, or increasing college and career  
4 program enrollment and completion rates. The state board shall  
5 adopt rules relating to applicant eligibility, application  
6 procedures, and awarding of grants.

7 2. The program shall be designed to enable grantees to  
8 accomplish all of the following:

9 a. Expand and develop innovative practices that can serve as  
10 models of best practices.

11 b. Work in partnership with the private sector,  
12 community-based organizations, and the philanthropic community.

13 c. Identify and document best practices that can be shared  
14 and expanded based on demonstrated success.

15 3. An innovation acceleration fund is created in the state  
16 treasury under the control of the department. The fund shall  
17 be administered by the director and shall consist of all moneys  
18 deposited in the fund, including any moneys appropriated by the  
19 general assembly and any other moneys available to and obtained  
20 or accepted by the department from local, state, federal, or  
21 private sources for purposes of the innovation acceleration  
22 program. Notwithstanding section 8.33, moneys in the fund at  
23 the end of a fiscal year shall not revert to the general fund  
24 of the state. Notwithstanding section 12C.7, subsection 2,  
25 interest or earnings on moneys in the fund shall be credited  
26 to the fund.

## DIVISION V

## ONLINE LEARNING

29 Sec. 19. Section 256.7, subsection 8, Code Supplement 2011,  
30 is amended to read as follows:

31 8. Rules adopted under this section shall provide that  
32 telecommunications, which for purposes of this chapter shall  
33 include coursework delivered online, as appropriate, shall  
34 not be used by school districts as the exclusive means to  
35 provide any course which is required by the minimum educational

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1 standards for accreditation.

2 Sec. 20. Section 257.6, subsection 1, paragraph a,  
3 subparagraph (5), Code 2011, is amended to read as follows:

4 (5) (a) Resident pupils receiving competent private  
5 instruction from a licensed practitioner provided through a  
6 public school district pursuant to chapter 299A, and resident  
7 pupils receiving coursework delivered online, shall be counted  
8 as three-tenths of one pupil. Revenues received by a school  
9 district attributed to a school district's weighted enrollment  
10 pursuant to this subparagraph shall be expended for the purpose  
11 for which the weighting was assigned under this subparagraph.

12 (b) If the school district determines that the expenditures  
13 associated with providing competent private instruction  
14 pursuant to chapter 299A are in excess of the revenue  
15 attributed to the school district's weighted enrollment for  
16 such instruction in accordance with this subparagraph, the  
17 school district may submit a request to the school budget  
18 review committee for modified allowable growth in accordance  
19 with section 257.31, subsection 5, paragraph "n". A home school  
20 assistance program shall not provide moneys received pursuant  
21 to this subparagraph, nor resources paid for with moneys  
22 received pursuant to this subparagraph, to parents or students  
23 utilizing the program. Moneys received by a school district  
24 pursuant to this subparagraph shall be used as provided in  
25 section 299A.12.

## 26 DIVISION VI

## 27 EDUCATIONAL STANDARDS EXEMPTIONS

28 Sec. 21. Section 256.11, subsection 8, Code 2011, is amended  
29 to read as follows:

30 8. a. Upon request of the ~~board of directors of a~~  
31 ~~public school district or the~~ authorities in charge of a  
32 nonpublic school, the director may, for a number of years to  
33 be specified by the director, grant the ~~district board or the~~  
34 authorities in charge of the nonpublic school exemption from  
35 one or more of the requirements of the educational program

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1 specified in ~~subsection 5~~ this section. The exemption may be  
2 renewed. Exemptions shall be granted only if the director  
3 deems that the request made is an essential part of a planned  
4 innovative curriculum project which the director determines  
5 will adequately meet the educational needs and interests of  
6 the pupils and be broadly consistent with the intent of the  
7 educational program as defined in ~~subsection 5~~ this section.  
8 The request for exemption shall include all of the following:  
9     ~~a.~~ (1) Rationale of the project to include supportive  
10 research evidence.  
11     ~~b.~~ (2) Objectives of the project.  
12     ~~c.~~ (3) Provisions for administration and conduct of the  
13 project, including the use of personnel, facilities, time,  
14 techniques, and activities.  
15     ~~d.~~ (4) Plans for evaluation of the project by testing  
16 and observational measures of pupil progress in reaching the  
17 objectives.  
18     ~~e.~~ (5) Plans for revisions of the project based on  
19 evaluation measures.  
20     ~~f.~~ (6) Plans for periodic reports to the department.  
21     ~~g.~~ (7) The estimated cost of the project.  
22     b. Upon request of the board of directors of a public  
23 school district, the director may, for a number of years to be  
24 specified by the director, grant the district board exemption  
25 from one or more of the requirements of the educational program  
26 specified in this section if the school district complies with  
27 the requirements set forth in section 256F.4, subsection 2,  
28 paragraphs "a" through "m", the request for exemption includes  
29 the components specified in paragraph "a", subparagraphs (1)  
30 through (7), and the director deems that the request made is an  
31 essential part of a planned innovative curriculum project which  
32 the director determines will adequately meet the educational  
33 needs and interests of the pupils and be broadly consistent  
34 with the intent of the educational program as defined in this  
35 section.

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1 c. The director shall submit a report by February 1,  
2 annually, to the state board, the governor, and the general  
3 assembly that lists all of the exemptions granted pursuant to  
4 this subsection and the reasons for which each exemption was  
5 granted by the director.

## 6 DIVISION VII

## 7 EDUCATION JOB OPENINGS POSTING

8 Sec. 22. Section 256.9, Code Supplement 2011, is amended by  
9 adding the following new subsection:

10 NEW SUBSECTION. 70. Maintain, on the department's internet  
11 site, education job openings which shall be submitted by school  
12 districts, area education agencies, charter schools, and  
13 accredited nonpublic schools for posting.

## 14 DIVISION VIII

## 15 CLASS SHARING AGREEMENTS

16 Sec. 23. Section 257.11, subsection 3, Code 2011, is amended  
17 by adding the following new paragraph:

18 NEW PARAGRAPH. c. A school district that collaborates with  
19 a community college to provide a college-level class that uses  
20 an activities-based, project-based, and problem-based learning  
21 approach and that is offered through a partnership with a  
22 nationally recognized provider of rigorous and innovative  
23 science, technology, engineering, and mathematics curriculum  
24 for schools, which provider is exempt from taxation under  
25 section 501(c)(3) of the Internal Revenue Code, is eligible to  
26 receive additional weighting under a supplementary weighting  
27 plan adopted pursuant to this subsection.

28 Sec. 24. Section 261E.8, Code Supplement 2011, is amended by  
29 adding the following new subsection:

30 NEW SUBSECTION. 6A. A student enrolled in a career and  
31 technical course made available pursuant to subsection 1 is  
32 exempt from the proficiency requirements of section 261E.3,  
33 subsection 1, paragraph "e". However, a community college  
34 may require a student who applies for enrollment under a  
35 district-to-community college sharing or concurrent enrollment

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1 program to complete an initial assessment administered by  
2 the community college receiving the application to determine  
3 the applicant's readiness to enroll in career and technical  
4 coursework, and the community college may deny the enrollment.

5

## DIVISION IX

6

## SCHOOL INSTRUCTIONAL TIME TASK FORCE

7

## Sec. 25. SCHOOL INSTRUCTIONAL TIME TASK FORCE.

8

1. The director of the department of education shall  
9 appoint a school instructional time task force comprised of at  
10 least seven members to conduct a study regarding the minimum  
11 requirements of the school day and the school year. The study  
12 shall include but not be limited to an examination of the  
13 following:

14 a. Whether the minimum length of an instructional day should  
15 be extended and, if so, whether the instructional day should be  
16 extended for all students or for specific groups of students.

17 b. Whether the minimum number of instructional days or  
18 hours in a school year should be increased and, if so, whether  
19 the minimum number of days or hours in a school year should be  
20 increased for all students or for specific groups of students.

21 c. Whether the minimum number of instructional days or hours  
22 should be rearranged to result in a shorter summer break, with  
23 other days or weeks off throughout the school year.

24 d. Whether the minimum school year should be defined by a  
25 number of days or by a number of instructional hours.

26 e. Whether there should be a uniform, statewide start date  
27 for the school year that can only be waived for the purpose of  
28 implementing an innovative educational program.

29 f. Whether resources necessary to extend the minimum length  
30 of an instructional day or the minimum length of a school year  
31 are justified when compared to competing education priorities.

32 2. The appointment of members to the task force shall  
33 be made in a manner which provides geographical area  
34 representation and complies with sections 69.16, 69.16A, and  
35 69.16C.

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1 3. The task force shall submit its findings and  
2 recommendations in a report to the state board of education,  
3 the governor, and the general assembly by October 15, 2012.

## DIVISION X

## ASSESSMENTS

6 Sec. 26. Section 256.7, subsection 21, paragraph c, Code  
7 Supplement 2011, is amended to read as follows:

8 c. ~~A requirement that all school districts and accredited~~  
9 ~~nonpublic schools annually report to the department and the~~  
10 ~~local community the district-wide progress made in attaining~~  
11 ~~student achievement goals on the academic and other core~~  
12 ~~indicators and the district-wide progress made in attaining~~  
13 ~~locally established student learning goals. The Use by school~~  
14 ~~districts and accredited nonpublic schools shall demonstrate~~  
15 ~~the use of multiple statewide assessment measures identified~~  
16 ~~and approved by the state board~~ in determining student  
17 achievement levels. The school districts and accredited  
18 nonpublic schools shall also report the number of students  
19 who graduate; the number of students who drop out of school;  
20 the number of students who are tested and the percentage of  
21 students who are so tested annually; and the percentage of  
22 students who graduated during the prior school year and who  
23 completed a core curriculum. The board shall develop and  
24 adopt uniform definitions consistent with the federal No Child  
25 Left Behind Act of 2001, Pub. L. No. 107-110 and any federal  
26 regulations adopted pursuant to the federal Act. The school  
27 districts and accredited nonpublic schools may report on other  
28 locally determined factors influencing student achievement.  
29 The school districts and accredited nonpublic schools shall  
30 also report to the local community their results by individual  
31 attendance center.

32 Sec. 27. Section 256.7, subsection 21, Code Supplement  
33 2011, is amended by adding the following new paragraph:

34 NEW PARAGRAPH. d. By July 1, 2014, establishment by the  
35 department of an accountability system designed to hold school

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1 districts and accredited nonpublic schools accountable for  
2 student achievement. The accountability system shall, at  
3 a minimum, define and measure student achievement, student  
4 growth, student achievement gaps, college and career readiness,  
5 student well-being, parent satisfaction, school staff working  
6 conditions, school fiscal responsibility, and graduation  
7 and attendance rates. The director may at the director's  
8 discretion, or shall as directed by the state board, convene  
9 a working group to develop recommendations for any of the  
10 following:

11 (1) The accountability system established pursuant to this  
12 paragraph.

13 (2) Redesigning the accreditation procedures implemented  
14 under section 256.11.

15 (3) A compliance monitoring process aligned with the  
16 accountability system.

17 (4) Targeting support for school districts identified as  
18 needing assistance under the accountability system.

19 (5) Identifying, studying, and commending high-performing  
20 districts.

21 (6) Developing strategies to take over the operation of  
22 school districts determined pursuant to section 256.11, or  
23 under the accountability system, as persistently failing to  
24 meet educational system or student achievement standards.

25 Sec. 28. Section 256.7, subsection 26, paragraph a,  
26 subparagraph (1), Code Supplement 2011, is amended to read as  
27 follows:

28 (1) The rules establishing high school graduation  
29 requirements shall authorize a school district or  
30 accredited nonpublic school to consider that any student  
31 who satisfactorily completes a high school-level unit of  
32 English or language arts, mathematics, science, or social  
33 studies has satisfactorily completed a unit of the high school  
34 graduation requirements for that area as specified in this  
35 lettered paragraph, and shall authorize the school district

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1 or accredited nonpublic school to issue high school credit  
2 for the unit to the student. The rules shall also require  
3 administration of the college entrance and career readiness  
4 examinations in accordance with section 280.18.

5 Sec. 29. Section 256.7, subsection 26, Code Supplement  
6 2011, is amended by adding the following new paragraph:

7 NEW PARAGRAPH. d. Adopt by rule by July 1, 2014, a policy  
8 for the incorporation by school districts of end-of-course  
9 assessments into the district's high school graduation  
10 requirements.

11 Sec. 30. Section 256.7, subsection 28, Code Supplement  
12 2011, is amended to read as follows:

13 28. Adopt a set of core content standards applicable to  
14 all students in kindergarten through grade twelve in every  
15 school district and accredited nonpublic school. ~~For purposes~~  
16 ~~of this subsection, "core content standards" includes reading,~~  
17 ~~mathematics, and science.~~ The core content standards shall ~~be~~  
18 ~~identical to the core content standards included~~ include those  
19 established in Iowa's approved 2006 standards and assessment  
20 system under Tit. I of the federal Elementary and Secondary  
21 Education Act of 1965, 20 U.S.C. § 6301 et seq., as amended  
22 by the federal No Child Left Behind Act of 2001, Pub. L. No.  
23 107-110. ~~School districts and accredited nonpublic schools~~  
24 ~~shall include, at a minimum, the core content standards adopted~~  
25 ~~pursuant to this subsection in any set of locally developed~~  
26 ~~content standards. School districts and accredited nonpublic~~  
27 ~~schools are strongly encouraged to set higher expectations~~  
28 ~~in local standards.~~ As changes in federal law or regulation  
29 occur, the state board is authorized to amend the core content  
30 standards as appropriate.

31 Sec. 31. Section 256.9, Code Supplement 2011, is amended by  
32 adding the following new subsection:

33 NEW SUBSECTION. 68. Develop, by July 1, 2014, high school  
34 end-of-course assessments for subject areas included under the  
35 core content standards.

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1     Sec. 32. NEW SECTION.   **256.24 Value-added assessment**  
2 **system.**

3     1. For purposes of this section, unless the context  
4 otherwise requires, "value-added assessment" means a method  
5 to measure gains in student achievement by conducting a  
6 statistical analysis of achievement data that reveals academic  
7 growth over time for students and groups of students, such as  
8 those in a grade level or in a school.

9     2. A value-added assessment system shall be established and  
10 implemented by the department not later than January 31, 2013,  
11 to provide for multivariate longitudinal analysis of annual  
12 student test scores to determine the influence of a school  
13 district's educational program on student academic growth and  
14 to guide school district improvement efforts. The department  
15 shall select a value-added assessment system provider through a  
16 request for proposals process. The system provider selected  
17 by the department shall offer a value-added assessment system  
18 to calculate annually the academic growth of students, as  
19 determined by the director, and tested in accordance with this  
20 section. The system provider shall, at a minimum, meet all of  
21 the following criteria:

22     a. Use a mixed-model statistical analysis that has the  
23 ability to use all achievement test data for each student,  
24 including the data for students with missing test scores, that  
25 does not adjust downward expectations for student progress  
26 based on race, poverty, or gender, and that will provide the  
27 best linear unbiased predictions of school or other educational  
28 entity effects to minimize the impact of random errors.

29     b. Have the ability to work with test data from a variety of  
30 sources, including data that are not vertically scaled, and to  
31 provide support for school districts utilizing the system.

32     c. Have the capacity to receive and report results  
33 electronically and provide support for districts utilizing the  
34 system.

35     3. The system provider shall create a mechanism to collect

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1 and evaluate data in a manner that reliably aligns the  
2 performance of the teacher with the achievement levels of and  
3 progress of the teacher's students. School districts shall  
4 report teacher-to-student alignment data to the system provider  
5 as directed by the department.

6 4. The system provider shall provide analysis to school  
7 districts and to the department of education. The analysis  
8 shall include but not be limited to attendance-center-level  
9 test results for an assessment aligned with the core content  
10 standards in the areas of reading and mathematics and other  
11 core academic areas when possible. The analysis shall also  
12 include but not be limited to the number of students tested,  
13 the number of test results used to compute the averages,  
14 the average standard score, and the corresponding grade  
15 equivalent-score, as well as measures of student progress. The  
16 system provider shall create a chart for each school district.

17 5. A school district shall have complete access to and  
18 full utilization of its own value-added assessment reports and  
19 charts generated by the system provider at the student level  
20 for the purpose of measuring student achievement at different  
21 educational entity levels.

22 6. Where student outcomes measures are available, for  
23 tested subjects and grades, student outcomes measures  
24 shall be considered by the district to validate a teacher's  
25 observational evaluation. Student outcomes measures which are  
26 a component of a teacher's evaluation are not public records  
27 for the purposes of chapter 22.

28 7. Information about student academic growth shall be  
29 used by the school district, including school board members,  
30 administration, and staff, for defining student and district  
31 learning goals and professional development related to student  
32 learning goals across the school district. A school district  
33 shall submit its academic growth measures in the annual report  
34 submitted pursuant to section 256.7, subsection 21, and may  
35 reference in the report state level norms for purposes of

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1 demonstrating school district performance.

2     8. The department shall use student academic growth data to  
3 determine school improvement and technical assistance needs of  
4 school districts, and to identify school districts achieving  
5 exceptional gains. Beginning January 15, 2013, and by January  
6 15 of each succeeding year, the department shall submit an  
7 annual progress report regarding the use of student academic  
8 growth information in the school improvement processes to the  
9 general assembly and shall publish the progress report on its  
10 internet site.

11     9. A school district shall use the value-added assessment  
12 system established by the department pursuant to subsection 1  
13 not later than the school year beginning July 1, 2013.

14     Sec. 33. Section 279.60, Code 2011, is amended to read as  
15 follows:

16     **279.60 ~~Kindergarten assessment~~ Assessments — access to data**  
17 **— reports.**

18     1. a. Each school district shall administer a kindergarten  
19 readiness assessment prescribed by the department of education  
20 to every resident prekindergarten or four-year-old child whose  
21 parent or guardian enrolls the child in the district.

22     b. Each school district shall administer the dynamic  
23 indicators of basic early literacy skills kindergarten  
24 benchmark assessment or other kindergarten benchmark assessment  
25 adopted by the department of education in consultation with  
26 the early childhood Iowa state board to every kindergarten  
27 student enrolled in the district not later than the date  
28 specified in section 257.6, subsection 1. The school district  
29 shall also collect information from each parent, guardian,  
30 or legal custodian of a kindergarten student enrolled in the  
31 district, including but not limited to whether the student  
32 attended preschool, factors identified by the early childhood  
33 Iowa office pursuant to section 256I.5, and other demographic  
34 factors. Each school district shall report the results of  
35 the assessment and the preschool information collected to

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1 the department of education in the manner prescribed by the  
2 department not later than January 1 of that school year. The  
3 early childhood Iowa office in the department of management  
4 shall have access to the raw data. The department shall review  
5 the information submitted pursuant to this section and shall  
6 submit its findings and recommendations annually in a report to  
7 the governor, the general assembly, the early childhood Iowa  
8 state board, and the early childhood Iowa area boards.

9 2. a. Each school district shall administer the Iowa  
10 assessments, created by the state university of Iowa, to all  
11 students enrolled in grade ten in the school years beginning  
12 July 1, 2012, and July 1, 2013.

13 b. This subsection is repealed July 1, 2014.

14 3. By July 1, 2014, each school district shall administer  
15 end-of-course assessments developed pursuant to section 256.9,  
16 subsection 68, as an integral component of each course of study  
17 under the core content standards.

18 Sec. 34. NEW SECTION. **280.18 Assessment requirements.**

19 1. The board of directors of a school district and the  
20 authorities in charge of a nonpublic school shall offer to each  
21 student enrolled in grade eleven a choice of taking either  
22 a college entrance examination produced to assess English,  
23 reading, mathematics, and science; or an assessment to assess  
24 reading for information, locating information, and applied  
25 mathematics.

26 2. a. The cost of the examinations and assessments  
27 administered pursuant to subsection 1 shall be paid by the  
28 department.

29 b. The costs of a college entrance examination taken by a  
30 student in addition to those specified in subsection 1 shall be  
31 the responsibility of the student.

32 3. If funds are available to the department for such  
33 purpose, the department shall make a preparation program for  
34 the college entrance examination available to all students in  
35 grade eleven. The department may contract for the necessary

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1 assessment services.

2     4.   a.   The school district or school shall counsel a student  
3 whose scores on the college entrance examination administered  
4 in grade eleven indicate a high degree of readiness for college  
5 to enroll in accelerated courses, with an emphasis on advanced  
6 placement and other college-level classes.

7     b.   The school district or school shall provide intervention  
8 strategies for accelerated learning in the following  
9 circumstances:

10       (1)   To a student whose scores on the career readiness  
11 assessments indicate that additional assistance is required  
12 in reading for information, locating information, or applied  
13 mathematics.

14       (2)   To a student whose scores on the college entrance  
15 examination administered in grade eleven indicate that  
16 additional assistance is required in English, reading,  
17 mathematics, and science.

18     5.   Accommodations provided by the college entrance  
19 examination provider to a student with a disability taking  
20 the college entrance examination under subsection 1 shall be  
21 provided in the following manner:

22       a.   In the manner allowed by the college entrance examination  
23 provider, when results in test scores are reportable to  
24 a postsecondary institution for admissions and placement  
25 purposes, except as provided in paragraph "b".

26       b.   In a manner allowed by an individualized education  
27 program developed for the student if the student is a student  
28 requiring special education under chapter 256B and the  
29 student's disability precludes valid assessment of academic  
30 ability using the accommodations provided under paragraph "a"  
31 when the student's scores are not reportable to a postsecondary  
32 institution for admissions and placement purposes.

33     6.   A student's scores on the examinations administered  
34 under subsection 1 shall be recorded by the school district or  
35 school in the student's official education record.

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## 1 DIVISION XI

## 2 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS AWARDS

3 Sec. 35. Section 256.44, subsection 1, paragraph a, Code  
4 2011, is amended to read as follows:

5 a. If a teacher registers for national board for  
6 professional teaching standards certification ~~by~~ after December  
7 31, 2007, a one-time initial reimbursement award in the amount  
8 of up to one-half of the registration fee paid by the teacher  
9 for registration for certification by the national board for  
10 professional teaching standards. The teacher shall apply to  
11 the department within one year of registration in a manner and  
12 according to procedures required by the department, submitting  
13 to the department any documentation the department requires.  
14 A teacher who receives an initial reimbursement award shall  
15 receive a one-time final registration award in the amount of  
16 the remaining national board registration fee paid by the  
17 teacher if the teacher notifies the department of the teacher's  
18 certification achievement and submits any documentation  
19 requested by the department.

20 Sec. 36. Section 256.44, subsection 1, paragraph b,  
21 subparagraph (1), subparagraph division (b), Code 2011, is  
22 amended to read as follows:

23 (b) If the teacher registers for national board for  
24 professional teaching standards certification ~~between January~~  
25 ~~1, 1999, and December 31, 2007,~~ and achieves certification  
26 within the timelines and policies established by the national  
27 board for professional teaching standards, an annual award in  
28 the amount of two thousand five hundred dollars upon achieving  
29 certification by the national board of professional teaching  
30 standards.

## 31 DIVISION XII

## 32 EDUCATOR EMPLOYMENT AND PROFESSIONAL DEVELOPMENT MATTERS

33 Sec. 37. Section 256.7, Code Supplement 2011, is amended by  
34 adding the following new subsection:

35 NEW SUBSECTION. 32. Adopt rules providing for the

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1 establishment of a statewide plan for professional development  
2 for practitioners employed in Iowa's school districts. The  
3 statewide plan shall be designed to make every reasonable  
4 effort to utilize best practices, current technologies, and  
5 social media, and shall be implemented by the area education  
6 agencies pursuant to section 273.2.

7 Sec. 38. Section 256.9, Code Supplement 2011, is amended by  
8 adding the following new subsection:

9 NEW SUBSECTION. 69. Approve, amend and approve, or reject  
10 each professional development plan submitted pursuant to  
11 section 273.2, in accordance with the rules adopted pursuant to  
12 section 256.7, subsection 32, providing for the establishment  
13 of a statewide professional development plan for practitioners,  
14 the services of which a school district may request pursuant  
15 to section 273.2.

16 Sec. 39. Section 257.10, subsection 10, paragraph d, Code  
17 2011, is amended to read as follows:

18 d. The use of the funds calculated under this subsection  
19 shall comply with the requirements of section 256.7, subsection  
20 32, and chapter 284.

21 Sec. 40. Section 257.10, subsection 10, Code 2011, is  
22 amended by adding the following new paragraph:

23 NEW PARAGRAPH. e. For the budget year beginning July 1,  
24 2012, and succeeding budget years, the department of management  
25 shall reduce the distributions from the amount generated by the  
26 total professional development supplement district cost to each  
27 school district for the budget year by ten percent. However,  
28 for purposes of the calculation of the combined district cost  
29 pursuant to section 257.10, subsection 8, and the calculation  
30 of the additional property tax pursuant to section 257.4, the  
31 total professional development supplement district cost is the  
32 amount which results after the reduction made pursuant to this  
33 paragraph.

34 Sec. 41. Section 257.16, Code 2011, is amended by adding the  
35 following new subsection:

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1     NEW SUBSECTION. 5. There is appropriated to the department  
2 of education for the fiscal year beginning July 1, 2012, and  
3 each fiscal year thereafter, an amount equal to the amount of  
4 the professional development supplement reduction, determined  
5 pursuant to section 257.10, subsection 10, paragraph "e", and  
6 section 257.37A, subsection 2, paragraph "d", for purposes  
7 of implementing a statewide professional development plan in  
8 accordance with section 256.7, subsection 32.

9     Sec. 42. Section 257.37A, subsection 2, paragraph d, Code  
10 2011, is amended to read as follows:

11     d. The use of the funds calculated under this subsection  
12 shall comply with requirements of section 256.7, subsection 32,  
13 and chapter 284.

14     Sec. 43. Section 257.37A, subsection 2, Code 2011, is  
15 amended by adding the following new paragraph:

16     NEW PARAGRAPH. e. For the budget year beginning July 1,  
17 2012, and succeeding budget years, the department of management  
18 shall reduce the distributions from the amount generated by the  
19 total area education agency professional development supplement  
20 district cost to each area education agency for the budget  
21 year by ten percent. However, for purposes of the calculation  
22 of the combined district cost pursuant to section 257.10,  
23 subsection 8, and the calculation of the additional property  
24 tax pursuant to section 257.4, the total area educational  
25 agency professional development supplement district cost is the  
26 amount which results after the reduction made pursuant to this  
27 paragraph.

28     Sec. 44. Section 273.2, Code Supplement 2011, is amended by  
29 adding the following new subsection:

30     NEW SUBSECTION. 10. The area education agency boards shall  
31 each annually submit to the department of education a plan  
32 for a professional development program, to be implemented in  
33 the following fiscal year, which combines the professional  
34 development priorities of the state board of education,  
35 in accordance with section 256.7, subsection 32, with the

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1 professional development needs of the schools and school  
2 districts in the area. The area education agency board shall  
3 provide professional development services under the approved  
4 program to local school districts in the area upon request.

5 Sec. 45. Section 279.13, Code 2011, is amended by adding the  
6 following new subsection:

7 NEW SUBSECTION. 6. Notwithstanding the other provisions  
8 of this section and any contrary provision of the Code, if  
9 the board of directors of a school district or charter school  
10 institutes, by majority vote of the membership of the board,  
11 a reduction in force, a decision by the board not to renew a  
12 teacher contract shall be based upon the following:

13 a. The teacher's effectiveness as demonstrated in  
14 evaluations conducted under the teacher evaluation plan adopted  
15 pursuant to section 284.4, and the teacher's performance review  
16 conducted pursuant to section 284.8.

17 b. The teacher's licensure and endorsements and the needs of  
18 the school district or school, and the needs of the students.

19 c. The teacher's hiring date may be taken into consideration  
20 only if the bases existing under paragraphs "a" and "b" are  
21 substantially equal to the bases existing under paragraphs "a"  
22 and "b" for another teacher.

23 Sec. 46. Section 284.6, subsection 1, unnumbered paragraph  
24 1, Code Supplement 2011, is amended to read as follows:

25 The department shall ~~coordinate a~~ implement the statewide  
26 ~~network of plan for~~ professional development for Iowa teachers  
27 ~~practitioners established pursuant to section 256.7, subsection~~  
28 ~~32. A~~ In addition, a school district or professional  
29 development provider that offers ~~a~~ a career and professional  
30 development ~~program~~ programs in accordance with section 256.9,  
31 ~~subsection subsections 467 and 69~~ shall demonstrate that the  
32 ~~program contains~~ programs contain the following:

33 Sec. 47. Section 284.6, Code Supplement 2011, is amended by  
34 adding the following new subsection:

35 NEW SUBSECTION. 5A. The director may waive the requirements

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1 relating to the development and review of an individual teacher  
2 professional development plan for a school district that  
3 utilizes a peer review teacher evaluation system in which  
4 consulting teachers, in conjunction with school administrators,  
5 make formal evaluations of the school district's teachers,  
6 including but not limited to each teacher's professional  
7 growth and employment status. Notwithstanding section 284.8,  
8 subsection 1, if the school district is granted a waiver  
9 pursuant to this subsection, the review conducted pursuant to  
10 section 284.8, subsection 1, shall include a teacher's review  
11 conducted utilizing the peer review teacher evaluation system.

## DIVISION XIII

## CHARTER SCHOOL CHANGES

14 Sec. 48. Section 256F.1, subsections 1 and 2, Code 2011, are  
15 amended by striking the subsections.

16 Sec. 49. Section 256F.1, subsection 3, unnumbered paragraph  
17 1, Code 2011, is amended to read as follows:

18 The purpose of a charter school ~~or an innovation zone school~~  
19 established pursuant to this chapter shall be to accomplish the  
20 following:

21 Sec. 50. Section 256F.1, subsection 4, Code 2011, is amended  
22 by striking the subsection and inserting in lieu thereof the  
23 following:

24 4. This section shall not be construed to provide a means  
25 to keep open a school that the board of directors of a school  
26 district closes. However, a school board may endorse or  
27 authorize the establishing of a charter school to replace the  
28 school the board closes. Applicants seeking a charter under  
29 this circumstance shall demonstrate to the state board that  
30 the charter sought is substantially different in purpose and  
31 program from the school the board closes and that the proposed  
32 charter satisfies the requirements of this section. The state  
33 board shall not approve an application submitted under section  
34 256F.5 if the application does not comply with this subsection.

35 Sec. 51. Section 256F.2, subsections 1 and 6, Code 2011,

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1 are amended by striking the subsections and inserting in lieu  
2 thereof the following:

3 1. "Applicant" means an entity eligible to submit to the  
4 state board an application to charter a school in accordance  
5 with this chapter. "Applicant" includes any of the following:

6 a. The board of directors of a school district.

7 b. A consortium consisting of the boards of directors of two  
8 or more school districts.

9 c. An area education agency board.

10 d. A consortium consisting of the boards of directors of  
11 an area education agency and one or more school districts, at  
12 least one of which is located within the boundaries of the area  
13 education agency.

14 e. The board of directors of a community college.

15 f. A consortium consisting of the boards of directors of a  
16 community college and one or more school districts, at least  
17 one of which is located within the boundaries of the community  
18 college.

19 g. An institution of higher education governed by the state  
20 board of regents.

21 h. A consortium consisting of an institution of higher  
22 education governed by the state board of regents and the board  
23 of directors of one or more school districts.

24 i. A consortium consisting of one or more accredited private  
25 institutions as defined in section 261.9, all of which shall be  
26 exempt from taxation under section 501(c)(3) of the Internal  
27 Revenue Code, and the board of directors of one or more school  
28 districts.

29 j. A consortium consisting of the governing body of a city  
30 or county with a population over ninety-five thousand and the  
31 board of directors of one or more school districts located, at  
32 least in part, within the boundaries of the city or county.

33 k. A nonsectarian, nonreligious charitable organization that  
34 is exempt from taxation under section 501(c)(3) of the Internal  
35 Revenue Code.

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1     6. "Operator" means an applicant approved by the state board  
2 to charter a school under this chapter.

3     Sec. 52. Section 256F.2, subsection 7, Code 2011, is amended  
4 by striking the subsection.

5     Sec. 53. Section 256F.3, Code 2011, is amended by striking  
6 the section and inserting in lieu thereof the following:

7     **256F.3 Duties of the department.**

8     The department shall do the following:

9     1. Develop and implement an orientation program for  
10 operators. An operator shall successfully complete the  
11 orientation program prior to chartering a school pursuant to  
12 this chapter. The program shall include but not be limited  
13 to accountability requirements, reporting requirements, and  
14 financial management. If the operator does not successfully  
15 complete the orientation program in the time specified by the  
16 department, the state board shall reevaluate the operator's  
17 application and may deny the application. If the state board  
18 denies an application under this subsection, the decision of  
19 the state board is final agency action under chapter 17A.

20     2. Develop and implement or approve orientation programs  
21 for members of the boards of directors of charter schools,  
22 including but not limited to orientation on the charter school  
23 board's role and responsibilities, employment policies and  
24 practices, and financial management.

25     3. Monitor and evaluate the fiscal, operational, and  
26 student performance of the charter school annually and provide  
27 a written annual performance evaluation to the charter school  
28 board and the state board.

29     4. Provide, every fifth year in which a charter school is  
30 in operation and before the state board considers renewing  
31 a charter school's contract, a formal written review of the  
32 annual evaluations conducted pursuant to subsection 3.

33     Sec. 54. Section 256F.4, subsections 1, 5, and 7, Code 2011,  
34 are amended by striking the subsections.

35     Sec. 55. Section 256F.4, subsections 2, 6, and 8, Code 2011,

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1 are amended to read as follows:

- 2     2. Although a charter school ~~or innovation zone school~~  
3 may elect to comply with one or more provisions of statute or  
4 administrative rule, a charter school ~~or innovation zone school~~  
5 is exempt from all statutes and administrative rules applicable  
6 to a school, a school board, or a school district, except that  
7 the charter school ~~or innovation zone school~~ shall meet the  
8 requirements of this chapter and shall do all of the following:
- 9     a. Meet all applicable federal, state, and local health and  
10 safety requirements and laws prohibiting discrimination on the  
11 basis of race, creed, color, sex, sexual orientation, gender  
12 identity, national origin, religion, ancestry, or disability.  
13 A charter school ~~or innovation zone school~~ shall be subject to  
14 any court-ordered desegregation plan in effect for the school  
15 district at the time the charter school ~~or innovation zone~~  
16 ~~school~~ application is approved.
- 17     b. Operate as a nonsectarian, nonreligious public school.
- 18     c. Be free of tuition and application fees to Iowa resident  
19 students between the ages of five and twenty-one years.
- 20     d. Be subject to and comply with chapters 216 and 216A  
21 relating to civil and human rights.
- 22     e. ~~Provide~~ Make special education programs and services  
23 available to students requiring special education in accordance  
24 with chapter 256B.
- 25     f. Be subject to the same financial audits, audit  
26 procedures, and audit requirements as a school district. The  
27 audit shall be consistent with the requirements of sections  
28 11.6, 11.14, 11.19, 256.9, subsection 20, section 256F.8, and  
29 section 279.29, except to the extent deviations are necessary  
30 because of the program at the charter school. The department,  
31 the auditor of state, or the legislative services agency may  
32 conduct financial, program, or compliance audits.
- 33     g. Be ~~subject~~ eligible to ~~and comply with~~ participate in  
34 the student achievement and teacher quality program under  
35 chapter 284 ~~relating to the student achievement and teacher~~

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1 ~~quality program. A charter school or innovation zone school~~  
2 ~~that complies with chapter 284 shall receive state moneys or~~  
3 be eligible to receive state moneys calculated as provided in  
4 section 257.10, subsections 9 and 10, and section 257.37A ~~as if~~  
5 ~~it did not operate under a charter school or innovation zone~~  
6 ~~school contract.~~

7 h. Be subject to and comply with ~~chapters~~ chapter 20 and  
8 ~~279~~ relating to contracts with and discharge of teachers and  
9 administrators.

10 i. Be subject to and comply with the provisions of chapter  
11 285 relating to the transportation of students, except that the  
12 provisions of section 285.1, subsections 14, 15, 16, and 17,  
13 shall not apply.

14 ~~j. Meetings and records of the advisory council are subject~~  
15 ~~to the provisions of chapters 21 and 22.~~

16 j. Comply with sections 279.9, 280.17A, 280.17B, 280.21B,  
17 280.24, and 280.28, and may suspend or expel a student only  
18 as provided in section 282.4. A decision made as provided in  
19 section 282.4 is subject to appeal under section 290.1.

20 k. Comply with all statutes and administrative rules  
21 relating to student records, including but not limited to  
22 section 22.7, subsection 1, and sections 256H.1, 280.19A,  
23 280.25, and 280.29, and shall submit data to the department  
24 for purposes of the department's comprehensive management  
25 information system.

26 l. Comply with the requirements of chapter 283A.

27 m. Comply with any statewide accountability requirements in  
28 statute or administrative rule governing high school graduation  
29 requirements, the core curriculum, core content standards,  
30 and assessments. The charter school shall issue high school  
31 diplomas to students who successfully meet the graduation  
32 requirements of the charter school.

33 6. Notwithstanding subsection 2, a charter school ~~or~~  
34 ~~innovation zone school~~ shall meet the requirements of section  
35 256.7, subsection 21.

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1     8. A charter school ~~or innovation zone consortium may~~ shall  
2 enter into contracts in accordance with chapter 26.

3     Sec. 56. Section 256F.4, subsections 3 and 4, Code 2011,  
4 are amended by striking the subsections and inserting in lieu  
5 thereof the following:

6     3. The primary focus of a charter school shall be to provide  
7 a comprehensive program of instruction for at least one grade  
8 or age group from five through twenty-one years of age.

9     4. A charter school is a municipality for the purposes of  
10 tort liability under chapter 670.

11     Sec. 57. Section 256F.5, Code Supplement 2011, is amended  
12 by striking the section and inserting in lieu thereof the  
13 following:

14     **256F.5 Application.**

15     1. An application to operate a charter school pursuant to  
16 this chapter shall include but not be limited to the following:

17     a. A business plan that documents the proposed charter  
18 school's mission statement; school purposes; program design;  
19 description of a graduation plan, where applicable; financial  
20 plan; governance and management structure; and background  
21 and experience of the applicants and the initial board and  
22 instructional staff, plus any other information the state board  
23 requests. An applicant shall file a separate application for  
24 each school the applicant intends to charter.

25     b. A statement of assurances of legal compliance prescribed  
26 by the state board.

27     c. The applicant's ability to implement the procedures  
28 and satisfy the criteria for chartering a school under this  
29 chapter.

30     d. The measures that will be implemented to provide for  
31 oversight of the charter school's academic, financial, and  
32 operational performance, and to ensure compliance with the  
33 terms of any written contract entered into by the charter  
34 school board of directors and the state board.

35     e. A statement of support or nonsupport from the board of

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1 directors of the school district, in which the charter school  
2 would be located. The statement shall be submitted to the  
3 applicant in a timely manner by the school district board.

4 f. A statement demonstrating community support.

5 g. A statement of admission policies and procedures.

6 h. The types and amounts of insurance liability coverage to  
7 be obtained by the charter school.

8 i. How special instruction, programs, and services for  
9 children requiring special education and English language  
10 learners under chapter 256B and section 280.4 will be made  
11 available and a description of the financial parameters within  
12 which the special instruction, programs, and services will be  
13 made available.

14 2. If the applicant includes a school district pursuant  
15 to section 256F.2, subsection 1, paragraph "a", "b", "d", "f",  
16 "h", "i", or "j", that will, under the plan submitted, convert  
17 an existing attendance center operated by the school district  
18 into a charter school in accordance with this chapter, the  
19 application shall demonstrate the support of at least fifty  
20 percent of the teachers employed at the school on the date  
21 of the submission of the application and fifty percent of  
22 the parents or guardians voting whose children are enrolled  
23 at the school, provided that a majority of the parents or  
24 guardians eligible to vote participate in the ballot process,  
25 according to procedures established by rules of the state  
26 board. Conversion of an existing school to a charter school if  
27 approved pursuant to this chapter shall occur at the beginning  
28 of an academic year.

29 3. a. The state board shall approve or disapprove an  
30 application within ninety business days of receipt of the  
31 application.

32 b. If the state board disapproves the application, the state  
33 board shall notify the applicant of the specific deficiencies  
34 in writing and the applicant shall have twenty business days to  
35 address the deficiencies to the state board's satisfaction.

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1 (1) If the applicant addresses the deficiencies within the  
2 time specified, the state board shall at its next regularly  
3 scheduled meeting make a final decision to approve or  
4 disapprove the application.

5 (2) If the applicant fails to address the deficiencies in  
6 the time specified, the state board shall notify the applicant  
7 that the application is denied and the decision of the state  
8 board is final agency action under chapter 17A.

9 c. An applicant whose application is denied pursuant to the  
10 process specified in this subsection shall not submit another  
11 application until the expiration of at least one calendar year  
12 after notification of the denial of application.

13 4. The state board shall establish criteria for application  
14 approval that at a minimum consider the following:

15 a. A comprehensive review of the application.

16 b. The available capacity and infrastructure identified in  
17 the plan.

18 c. Contracting process specified in the plan.

19 d. Ongoing oversight and evaluation processes relating to  
20 administration and staffing.

21 e. Charter school contract and contract renewal criteria and  
22 processes.

23 5. Approval of an application and renewal of a charter by  
24 the state board shall not be conditioned upon the bargaining  
25 unit status of the employees of the school.

26 Sec. 58. Section 256F.6, Code 2011, is amended by striking  
27 the section and inserting in lieu thereof the following:

28 **256F.6 Formation of school — board.**

29 1. An operator who successfully completes the orientation  
30 program required pursuant to section 256F.3, subsection  
31 1, before entering into a contract or other agreement for  
32 professional or other services, goods, or facilities, shall  
33 incorporate as a nonprofit corporation under chapter 504 and  
34 shall establish an initial board of directors composed of at  
35 least five voting members, who are not related parties, until a

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1 timely election for members of the ongoing charter school board  
2 of directors is held according to the school's articles and  
3 bylaws.

4     2. Members of the charter school board of directors  
5 established under the school's articles and bylaws shall  
6 be elected before the school completes its third year of  
7 operation. The articles and bylaws shall require that the  
8 board be composed of not less than five voting members. The  
9 articles and bylaws shall include clear policies regarding  
10 conflicts of interest, standards of responsibility, and  
11 obedience to law, fairness, and honesty.

12     3. Staff members employed at the school and all parents  
13 or guardians of children enrolled in the school are the  
14 voters eligible to elect the members of the school's board of  
15 directors.

16     4. A charter school shall notify eligible voters of the  
17 school board election dates at least thirty days before the  
18 election. Board elections shall be held during the school year  
19 but may not be conducted on days when the school is closed for  
20 holidays or vacations.

21     5. a. Any charter school board of directors shall be  
22 composed of the following:

23         (1) Notwithstanding section 279.7A, at least one licensed  
24 teacher employed at the school.

25         (2) At least one parent or legal guardian of a student  
26 enrolled in the charter school who is not an employee of the  
27 charter school.

28         (3) At least one interested community member who is not  
29 employed by the charter school and does not have a child  
30 enrolled in the school.

31     b. The majority of members on the board may be teachers,  
32 notwithstanding section 279.7A.

33     c. The chief financial officer and the chief administrator  
34 of the charter school, if elected, shall only serve as ex  
35 officio, nonvoting board members.

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1 d. Charter school employees shall not serve on the board  
2 except as provided in this subsection.

3 e. Except as provided in section 279.7A, contractors  
4 providing facilities, goods, or services to a charter school  
5 shall not serve on the board.

6 f. Board articles and bylaws shall outline the process  
7 and procedures for changing the board's governance model,  
8 consistent with chapter 504.

9 6. A charter school board may change the governance model  
10 set forth in the application or in the articles and bylaws  
11 of the charter school only if the change conforms with this  
12 section and a majority of the board approves the change; the  
13 licensed teachers employed by the school approve the change;  
14 and the state board approves the change.

15 7. a. The state board may permit a charter school board  
16 to expand the operation of the charter school to additional  
17 sites or to add grades at the school beyond those described  
18 in the operator's approved application only after submitting  
19 a supplemental affidavit for approval to the state board  
20 in a form and manner prescribed by the state board. The  
21 supplemental affidavit shall include the following:

22 (1) A proposed expansion plan that demonstrates need and  
23 projected enrollment.

24 (2) Documentation that the expansion is warranted, at a  
25 minimum, by longitudinal data demonstrating students' improved  
26 academic performance and growth on student assessments.

27 (3) Documentation that the charter school is financially  
28 sound and the financing the charter school needs to implement  
29 the proposed expansion exists.

30 (4) Documentation that the charter school has the  
31 governance structure and management capacity to carry out the  
32 expansion.

33 b. The state board shall have sixty business days to review  
34 and comment on the supplemental affidavit. The state board  
35 shall notify the charter school board of any deficiencies in

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1 the supplemental affidavit and the charter school board shall  
2 have twenty business days to address, to the state board's  
3 satisfaction, any deficiencies in the supplemental affidavit.  
4 The school shall not expand to additional sites or add grades  
5 until the state board approves the supplemental affidavit.  
6 The state board's approval or disapproval of a supplemental  
7 affidavit is final agency action.

8 8. The charter school board of directors is a government or  
9 governmental body for purposes of chapters 21 and 22.

10 9. Except as provided in subsection 5, members of the board  
11 are subject to section 279.7A.

12 Sec. 59. Section 256F.8, Code 2011, is amended by striking  
13 the section and inserting in lieu thereof the following:

14 **256F.8 Audit report.**

15 1. The charter school shall annually submit an audit report  
16 to the state board by December 31.

17 2. The charter school, with the assistance of the auditor  
18 conducting the audit, shall include with the report a copy  
19 of all charter school agreements for corporate management  
20 services. If the entity that provides the professional  
21 services to the charter school is exempt from taxation under  
22 section 501 of the Internal Revenue Code of 1986, that entity  
23 must file with the state board by February 15 a copy of the  
24 annual return required under section 6033 of the Internal  
25 Revenue Code of 1986.

26 3. If the audit report finds that a material weakness  
27 exists in the financial reporting systems of a charter school,  
28 the charter school shall submit a written report to the state  
29 board at its first annual meeting explaining how the material  
30 weakness will be resolved. An auditor conducting the audit  
31 of the charter school, as a condition of providing financial  
32 services to a charter school, shall agree to make available  
33 information about a charter school's financial audit to the  
34 state board upon request.

35 Sec. 60. Section 256F.9, Code 2011, is amended by striking

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1 the section and inserting in lieu thereof the following:

2     **256F.9 Admission requirements.**

3     1. A charter school may limit admission to the following:

4       a. Students within an age group or grade level.

5       b. Students who are either at risk of dropping out or have  
6 dropped out of school.

7       c. Residents of a specific geographic area in which the  
8 school is located when the majority of students served by the  
9 school are eligible for free and reduced price meals under  
10 the federal National School Lunch Act and the federal Child  
11 Nutrition Act of 1966, 42 U.S.C. § 1751-1785.

12     2. A charter school shall enroll an eligible student who  
13 submits a timely application, unless the number of applications  
14 exceeds the capacity of a program, class, grade level, or  
15 building. In such case, students shall be accepted by lot.  
16 The charter school shall develop and publish a lottery policy  
17 and process for use when accepting students by lot.

18     3. A charter school shall give enrollment preference to  
19 a sibling of an enrolled student and to a foster child of  
20 that student's parents and may give preference for enrolling  
21 children of the school's staff before accepting other students  
22 by lot.

23     4. A charter school shall not limit admission to students  
24 on the basis of intellectual ability, measures of achievement  
25 or aptitude, or athletic ability and shall not establish any  
26 criteria or requirements for admission that are inconsistent  
27 with this section.

28     5. The charter school shall not distribute any services  
29 or goods of value to students, parents, or guardians as an  
30 inducement, term, or condition of enrolling a student in a  
31 charter school.

32     Sec. 61. Section 256F.10, Code 2011, is amended by striking  
33 the section and inserting in lieu thereof the following:

34     **256F.10 Employment and other operating matters.**

35     A charter school shall employ or contract with necessary

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1 teachers and administrators, as defined by chapter 256, who  
2 hold valid licenses and endorsements to perform the particular  
3 service for which they are employed in the school. The school  
4 may employ necessary employees who are not required to hold  
5 teaching licenses to perform duties other than teaching and may  
6 contract for other services.

7 Sec. 62. NEW SECTION. **256F.11 Leased space.**

8 If space to be leased is constructed as a school facility,  
9 a charter school may lease such space from a school district  
10 or other public organization; private, nonprofit nonsectarian  
11 organization; private property owner; or a sectarian  
12 organization.

13 Sec. 63. NEW SECTION. **256F.12 Affiliated nonprofit building**  
14 **corporation.**

15 1. A charter school may organize an affiliated nonprofit  
16 building corporation to renovate or purchase an existing  
17 facility to serve as a school or to construct a new school  
18 facility as provided in subsection 4 or 5.

19 2. An affiliated nonprofit building corporation shall meet  
20 all of the following conditions:

21 a. Be incorporated under chapter 504 and comply with  
22 applicable internal revenue service regulations.

23 b. Submit annually to the state board a list of current  
24 board members and a copy of the corporation's annual audit.

25 3. An affiliated nonprofit building corporation shall not  
26 serve as the leasing agent for property or facilities it does  
27 not own. The state is immune from liability resulting from a  
28 contract between a charter school and an affiliated nonprofit  
29 building corporation.

30 4. A charter school may organize an affiliated nonprofit  
31 building corporation to renovate or purchase an existing  
32 facility to serve as a school if the charter school meets the  
33 following criteria:

34 a. Has been operating for at least five consecutive school  
35 years.

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1     b. Has had a net positive unreserved general fund balance as  
2 of June 30 in the preceding five fiscal years.

3     c. Has a long-range strategic and financial plan.

4     d. Completes a feasibility study of available buildings.

5     e. Documents enrollment projections and the need to use  
6 an affiliated nonprofit building corporation to renovate or  
7 purchase an existing facility to serve as a school.

8     5. A charter school may organize an affiliated nonprofit  
9 building corporation to construct a new school facility if the  
10 charter school meets the following conditions:

11     a. Lacks facilities available to serve as a school.

12     b. Has been operating for at least eight consecutive school  
13 years.

14     c. Has had a net positive unreserved general fund balance as  
15 of June 30 in the preceding eight fiscal years.

16     d. Completes a feasibility study of facility options.

17     e. Has a long-range strategic and financial plan that  
18 includes enrollment projections and demonstrates the need for  
19 constructing a new school facility.

20     Sec. 64. NEW SECTION. **256F.13 Collective bargaining.**

21     Employees of the board of directors of a charter school may,  
22 if otherwise eligible, organize under chapter 20 and comply  
23 with its provisions. The board of directors of a charter  
24 school is a public employer, for the purposes of chapter 20,  
25 upon formation of one or more bargaining units at the school.  
26 Bargaining units at the school shall be separate from any other  
27 units within the school district in which the charter school  
28 is located, except that bargaining units may remain part of  
29 the appropriate bargaining unit of the school district within  
30 which the charter school is located if the employees of the  
31 charter school, the board of directors of the charter school,  
32 the exclusive representative of the appropriate bargaining unit  
33 in the school district, and the board of the school district  
34 agree to include the employees in the appropriate bargaining  
35 unit of the school district.

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1     Sec. 65. NEW SECTION.   **256F.14 Teacher retirement.**

2     Teachers in a charter school are public school teachers for  
3 the purposes of chapter 97B.

4     Sec. 66. NEW SECTION.   **256F.15 Causes for nonrenewal or**  
5 **termination of charter school contract.**

6     1. The state board may decline to renew a contract entered  
7 into with the board of directors of a charter school at the end  
8 of the contract term for any ground listed in subsection 3.

9 The state board may unilaterally terminate a contract during  
10 the term of the contract for any ground listed in subsection 3.

11    2. At least sixty business days before not renewing or  
12 terminating a contract, the state board shall notify the board  
13 of directors of the charter school of the proposed action in  
14 writing. The notice shall state the grounds for the proposed  
15 action in reasonable detail and that the charter school's  
16 board of directors may request in writing a hearing before the  
17 state board within fifteen business days of receiving notice  
18 of nonrenewal or termination of the contract. Failure by the  
19 board of directors to make a written request for a hearing  
20 within the time specified shall be treated as acquiescence to  
21 the proposed action. Upon receiving a timely written request  
22 for a hearing, the state board shall give ten business days'  
23 notice to the charter school's board of directors of the  
24 hearing date. The state board shall conduct the hearing before  
25 taking final action. The state board shall take final action  
26 to renew or not renew a contract no later than twenty business  
27 days before the proposed date for terminating the contract or  
28 the end date of the contract.

29    3. A charter school contract entered into with the state  
30 board may be terminated or not renewed by the state board upon  
31 any of the following grounds:

32    a. Failure to meet the requirements for student performance  
33 contained in the contract.

34    b. Failure to meet generally accepted standards of fiscal  
35 management.

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1 c. Violations of law.

2 d. Other good cause shown, including but not limited to  
3 the existence of one or more other grounds for revocation as  
4 specified in the contract.

5 4. If a contract is terminated or not renewed on grounds  
6 specified in subsection 3, the school shall be dissolved  
7 according to rules adopted by the state board, and the assets  
8 of the charter school shall be disposed of according to the  
9 applicable provisions of chapter 504.

10 5. The state board, after providing reasonable notice to the  
11 board of directors of a charter school, and after providing an  
12 opportunity for a public hearing, may terminate the existing  
13 contract with the charter school board if the charter school  
14 has a history of the following:

15 a. Failure to meet student performance requirements  
16 consistent with state law.

17 b. Financial mismanagement or gross failure to meet  
18 generally accepted standards of fiscal management.

19 c. Violations of the law.

20 Sec. 67. NEW SECTION. **256F.16 Student enrollment upon**  
21 **nonrenewal or termination of charter school contract.**

22 If a contract is not renewed or is terminated according to  
23 section 256F.15, a student who attended the charter school  
24 may enroll in the district of residence or may submit an  
25 application to a nonresident district according to section  
26 282.18 at any time, and shall be determined to have shown "good  
27 cause" for purposes of section 282.18. Applications and notices  
28 required by section 282.18 shall be processed and provided  
29 in a prompt manner. The application and notice deadlines in  
30 section 282.18 do not apply under these circumstances. The  
31 charter school shall transfer the student's educational records  
32 within ten business days of the charter school's closure to the  
33 student's school district of enrollment.

34 Sec. 68. NEW SECTION. **256F.17 Extent of specific legal**  
35 **authority.**

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1 1. A charter school board may sue and be sued.

2 2. A charter school board shall not levy taxes or issue  
3 bonds.

4 3. A charter school is a municipality for purposes of  
5 chapter 670.

6 Sec. 69. NEW SECTION. **256F.18 Funding.**

7 A student enrolled in a charter school shall be counted,  
8 for state school foundation aid purposes, in the student's  
9 district of residence. A student's residence, for purposes  
10 of this section, means a residence under section 282.1. The  
11 board of directors of the district of residence shall pay to  
12 the charter school the district cost per pupil, the teacher  
13 salary supplement district cost per pupil, the professional  
14 development supplement district cost per pupil, and the early  
15 intervention supplement district cost per pupil under section  
16 257.10, plus any moneys received for the student as a result  
17 of the non-English speaking weighting under section 280.4,  
18 subsection 3, for the previous school year multiplied by the  
19 district cost per pupil for the previous year. In addition,  
20 the board of directors of the district of residence shall pay  
21 to the charter school any other per pupil moneys requested  
22 under the charter school application approved by the state  
23 board.

24 Sec. 70. NEW SECTION. **256F.19 Prior charter schools and**  
25 **innovation zones.**

26 1. A charter school or innovation zone school established  
27 prior to July 1, 2012, shall continue to be governed by chapter  
28 256F, Code 2011 and Code Supplement 2011, until the term of the  
29 contract entered into pursuant to section 256F.8, Code 2011,  
30 ends.

31 2. This section is repealed July 1, 2018.

32 Sec. 71. Section 282.18, subsection 4, paragraph b, Code  
33 2011, is amended to read as follows:

34 b. For purposes of this section, "good cause" means a change  
35 in a child's residence due to a change in family residence, a

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1 change in the state in which the family residence is located,  
2 a change in a child's parents' marital status, a guardianship  
3 or custody proceeding, placement in foster care, adoption,  
4 participation in a foreign exchange program, or participation  
5 in a substance abuse or mental health treatment program, a  
6 change in the status of a child's resident district such as  
7 removal of accreditation by the state board, surrender of  
8 accreditation, or permanent closure of a nonpublic school,  
9 ~~revocation~~ nonrenewal or termination of a charter school  
10 contract as provided in section ~~256F.8~~ 256F.15, the failure  
11 of negotiations for a whole grade sharing, reorganization,  
12 dissolution agreement or the rejection of a current whole grade  
13 sharing agreement, or reorganization plan. If the good cause  
14 relates to a change in status of a child's school district of  
15 residence, however, action by a parent or guardian must be  
16 taken to file the notification within forty-five days of the  
17 last board action or within thirty days of the certification of  
18 the election, whichever is applicable to the circumstances.

19 Sec. 72. Section 670.1, subsection 2, Code 2011, is amended  
20 to read as follows:

21 2. "Municipality" means city, county, township, school  
22 district, charter school, and any other unit of local  
23 government except soil and water conservation districts as  
24 defined in section 161A.3, subsection 6.

25 Sec. 73. REPEAL. Section 256F.7, Code 2011, is repealed.

## DIVISION XIV

## THIRD GRADE LITERACY

28 Sec. 74. Section 256.7, Code Supplement 2011, is amended by  
29 adding the following new subsection:

30 NEW SUBSECTION. 31. By July 1, 2013, adopt by rule  
31 guidelines for school district implementation of section  
32 279.68, including but not limited to basic levels of reading  
33 proficiency on approved assessments and identification of tools  
34 that school districts may use in evaluating and reevaluating  
35 any student who may be or who is determined to be deficient in

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1 reading, including but not limited to initial assessments and  
2 subsequent assessments, alternative assessments, and portfolio  
3 reviews. The state board shall adopt standards that provide  
4 a reasonable expectation that a student's progress toward  
5 reading proficiency under section 279.68 is sufficient to  
6 master appropriate grade four level reading skills prior to the  
7 student's promotion to grade four.

8 Sec. 75. Section 256.9, subsection 53, paragraph a, Code  
9 Supplement 2011, is amended to read as follows:

10 a. Develop and distribute, or approve, in collaboration  
11 with the area education agencies, core curriculum technical  
12 assistance and implementation strategies that school districts  
13 and accredited nonpublic schools shall utilize, including but  
14 not limited to the development and delivery of formative and  
15 end-of-course model assessments classroom teachers may use  
16 to measure student progress on the core curriculum adopted  
17 pursuant to section 256.7, subsection 26. The department  
18 shall, in collaboration with the advisory group convened in  
19 accordance with paragraph "b" and educational assessment  
20 providers, identify and make available to school districts  
21 end-of-course and additional model end-of-course and additional  
22 assessments to align with the expectations included in the Iowa  
23 core curriculum. The model assessments shall be suitable to  
24 meet the multiple assessment measures requirement specified in  
25 section 256.7, subsection 21, paragraph "c".

26 Sec. 76. Section 256.9, subsection 53, Code Supplement  
27 2011, is amended by adding the following new paragraphs:

28 NEW PARAGRAPH. c. Identify the scoring levels on approved  
29 grade three reading assessments that require the retention of a  
30 student pursuant to section 279.68, and develop or identify and  
31 approve alternative performance measures for students who are  
32 not proficient in reading in accordance with section 279.68,  
33 subsection 2. Alternative performance measures approved  
34 pursuant to this paragraph shall include but not be limited to  
35 a demonstration of reading mastery evidenced by portfolios of

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1 student work.

2 NEW PARAGRAPH. d. Establish, subject to an appropriation  
3 of sufficient funds by the general assembly, an Iowa reading  
4 research center to apply current research on literacy to  
5 provide for the development and dissemination of all of the  
6 following:

7 (1) Promising instructional strategies in reading.

8 (2) Reading assessments.

9 (3) Professional development strategies and materials  
10 aligned with current and emerging best practices for the  
11 teaching of reading.

12 Sec. 77. Section 256D.2A, Code 2011, is amended to read as  
13 follows:

14 **256D.2A Program funding.**

15 For the budget year beginning July 1, 2009, and each  
16 succeeding budget year, a school district shall expend funds  
17 received pursuant to section 257.10, subsection 11, at the  
18 kindergarten through grade three levels to reduce class sizes  
19 to the state goal of seventeen students for every one teacher  
20 and to achieve a higher level of student success in the  
21 basic skills, especially reading; and to establish a reading  
22 enhancement and acceleration development initiative pursuant  
23 to section 279.68, subsection 3, paragraph "f". In order to  
24 support these efforts, school districts shall expend funds  
25 received pursuant to section 257.10, subsection 11, as provided  
26 in section 279.68, subsection 3, paragraph "f", and may expend  
27 funds received pursuant to section 257.10, subsection 11,  
28 at the kindergarten through grade three level on programs,  
29 instructional support, and materials that include but are not  
30 limited to the following: additional licensed instructional  
31 staff; additional support for students, such as before and  
32 after school programs, tutoring, and intensive summer programs;  
33 the acquisition and administration of diagnostic reading  
34 assessments; the implementation of research-based instructional  
35 intervention programs for students needing additional support;

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1 the implementation of all-day, everyday kindergarten programs;  
2 and the provision of classroom teachers with intensive training  
3 programs to improve reading instruction and professional  
4 development in best practices including but not limited to  
5 training programs related to instruction to increase students'  
6 phonemic awareness, reading abilities, and comprehension  
7 skills.

8     Sec. 78. NEW SECTION.   **279.68 Student progression and**  
9 **retention — remedial instruction — reporting requirements.**

10     1. *Reading deficiency and parental notification.*

11     a. A school district shall provide intensive reading  
12 instruction to any student who exhibits a substantial  
13 deficiency in reading, based upon locally determined or  
14 statewide assessments conducted in kindergarten or grade one,  
15 grade two, or grade three, or through teacher observations,  
16 immediately following the identification of the reading  
17 deficiency. The student's reading proficiency shall be  
18 reassessed by locally determined and statewide assessments.  
19 The student shall continue to be provided with intensive  
20 reading instruction until the reading deficiency is remedied.

21     b. The parent or guardian of any student in kindergarten  
22 through grade three who exhibits a substantial deficiency in  
23 reading, as described in paragraph "a", shall be notified at  
24 least annually in writing of the following:

25         (1) That the child has been identified as having a  
26 substantial deficiency in reading.

27         (2) A description of the services currently provided to the  
28 child.

29         (3) A description of the proposed supplemental  
30 instructional services and supports that the school district  
31 will provide to the child that are designed to remediate the  
32 identified area of reading deficiency.

33         (4) That if the child's reading deficiency is not remediated  
34 by the end of grade three, the child shall be retained unless  
35 the child is exempt from mandatory retention for good cause

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1 pursuant to subsection 2, paragraph "b". If the child is  
2 ineligible for a good cause exemption, the notification shall  
3 state why the child is ineligible.

4 (5) Strategies for parents and guardians to use in helping  
5 the child succeed in reading proficiency, including but not  
6 limited to the promotion of parent-guided home reading.

7 (6) That the assessment used pursuant to section 256.9,  
8 subsection 53, is not the sole determiner of promotion and  
9 that additional evaluations, portfolio reviews, performance  
10 measures, and assessments are available to the child to assist  
11 parents and the school district in knowing when a child is  
12 reading at or above grade level and ready for grade promotion.

13 (7) The district's specific criteria and policies for  
14 midyear promotion. For purposes of this section, "*midyear*  
15 *promotion*" means promotion to the next grade level of a retained  
16 student at any time during the year of retention once the  
17 student has demonstrated the ability to read at grade level.

18 c. If the student's reading deficiency, as identified in  
19 paragraph "a", is not remedied by the end of grade three,  
20 as demonstrated by scoring on an assessment approved by the  
21 department pursuant to section 256.9, subsection 53, the  
22 student shall be retained in grade three.

23 2. *Good cause exemption.*

24 a. The school district shall only exempt students from  
25 mandatory retention, as provided in subsection 1, paragraph  
26 "c", for good cause. Good cause exemptions shall be limited to  
27 the following:

28 (1) Limited English proficient students who have had  
29 less than two years of instruction in an English as a second  
30 language program.

31 (2) Students requiring special education whose  
32 individualized education program indicates that participation  
33 in the assessment approved pursuant to section 256.9,  
34 subsection 53, is not appropriate, consistent with the  
35 requirements of rules adopted by the state board of education

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1 for the administration of chapter 256B.

2 (3) Students who demonstrate an acceptable level of  
3 performance on an alternative performance measure approved by  
4 the director of the department of education pursuant to section  
5 256.9, subsection 53.

6 (4) Students who demonstrate mastery through a student  
7 portfolio under alternative performance measures approved  
8 pursuant to section 256.9, subsection 53.

9 (5) Students who have received intensive remediation  
10 in reading for two or more years but still demonstrate a  
11 deficiency in reading and who were previously retained in  
12 kindergarten, grade one, grade two, or grade three. Intensive  
13 reading instruction for students so promoted must include  
14 an altered instructional day that includes specialized  
15 diagnostic information and specific reading strategies for  
16 each student. The school district shall assist attendance  
17 centers and teachers to implement reading strategies that  
18 research has shown to be successful in improving reading among  
19 low-performing readers.

20 b. Requests for good cause exemptions from the mandatory  
21 retention requirement for students as described in paragraph  
22 "a", subparagraphs (3) and (4), shall be made consistent with  
23 the following:

24 (1) Documentation shall be submitted from the student's  
25 teacher to the school principal that indicates that the  
26 promotion of the student is appropriate and is based upon the  
27 student's academic record. Such documentation shall include  
28 but not be limited to the individualized education program, if  
29 applicable, report card, or student portfolio.

30 (2) The school principal shall review and discuss the  
31 recommendation submitted pursuant to subparagraph (1) with  
32 the teacher and the school principal shall determine whether  
33 the student should be promoted or retained. If the principal  
34 determines that the student should be retained, the principal  
35 shall notify the student's teacher and parent or guardian of

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1 the decision in writing and the student shall be ineligible for  
2 the good cause exemption from mandatory retention.

3 (3) If the school principal determines that the  
4 student should be promoted, the school principal shall  
5 make such recommendation in writing to the district school  
6 superintendent. The district school superintendent shall  
7 accept or reject the school principal's recommendation and  
8 shall notify the school principal and the student's teacher  
9 and parent or guardian of the school superintendent's decision  
10 in writing. If the school superintendent determines that the  
11 student should be retained, the student shall be ineligible for  
12 the good cause exemption from mandatory retention. The parent  
13 or guardian of the student may appeal the superintendent's  
14 decision to the board of directors of the school district.  
15 If the superintendent's decision is affirmed by the school  
16 board, the decision is final and is not subject to appeal under  
17 section 290.1.

18 c. This section does not preclude the parent or guardian of  
19 a student with a reading deficiency from requesting that the  
20 student be retained at grade level.

21 3. *Successful progression for retained readers.* A school  
22 district shall do all of the following:

23 a. Conduct a review, within one week following the last  
24 instructional day of the school calendar, of student progress  
25 for any student retained under subsection 1, paragraph "c", who  
26 did not meet the criteria for one of the good cause exemptions  
27 in subsection 2, paragraph "a". The review shall address  
28 additional supports and services, as described in subparagraph  
29 (2), needed to remediate the identified areas of reading  
30 deficiency. The school district shall require a student  
31 portfolio to be completed for each such student.

32 b. Provide students who are retained under subsection  
33 1, paragraph "c", with intensive instructional services  
34 and supports, free of charge, to remediate the identified  
35 areas of reading deficiency, including a minimum of a daily

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1 ninety-minute block of scientific-research-based reading  
2 instruction and other strategies prescribed by the school  
3 district which may include but are not limited to the  
4 following:

- 5 (1) Small group instruction.
- 6 (2) Reduced teacher-student ratios.
- 7 (3) More frequent progress monitoring.
- 8 (4) Tutoring or mentoring.
- 9 (5) Transition classes containing students in grades three  
10 and four.
- 11 (6) Extended school day, week, or year.
- 12 (7) Summer reading programs.

13 c. At regular intervals, apprise the parent or guardian of  
14 academic and other progress being made by the student and give  
15 the parent or guardian other useful information.

16 d. Implement a policy for the midyear promotion of any  
17 student retained under subsection 1, paragraph "c", who can  
18 demonstrate that the student is a successful and independent  
19 reader, reading at or above grade level, and ready to be  
20 promoted to grade four. Tools that school districts may use  
21 in reevaluating any student retained may include subsequent  
22 assessments, alternative assessments, and portfolio reviews,  
23 identified by rule pursuant to section 256.7, subsection 31.  
24 Students promoted during the school year after November 1 shall  
25 demonstrate proficiency pursuant to guidelines adopted by rule  
26 pursuant to section 256.7, subsection 31.

27 e. In addition to required reading enhancement and  
28 acceleration strategies, provide parents of students who are  
29 retained under subsection 1, paragraph "c", with a plan outlined  
30 in a parental contract, including participation in regular  
31 parent-guided home reading.

32 f. Establish, using funds received pursuant to section  
33 257.10, subsection 11, a reading enhancement and acceleration  
34 development initiative designed to prevent the retention of  
35 grade three students and to offer intensive accelerated reading

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1 instruction to grade three students who fail to meet standards  
2 for promotion to grade four and to each kindergarten through  
3 grade three student who is assessed as exhibiting a reading  
4 deficiency. The initiative shall comply with all of the  
5 following criteria:

6 (1) Be provided to all kindergarten through grade three  
7 students at risk of retention under this section. The  
8 assessment initiative shall measure phonemic awareness,  
9 phonics, fluency, vocabulary, and comprehension.

10 (2) Be provided during regular school hours in addition to  
11 the regular reading instruction.

12 (3) Provide a reading curriculum that meets guidelines  
13 adopted pursuant to section 256.7, subsection 31, and at a  
14 minimum has the following specifications:

15 (a) Assists students assessed as exhibiting a reading  
16 deficiency in developing the ability to read at grade level.

17 (b) Provides skill development in phonemic awareness,  
18 phonics, fluency, vocabulary, and comprehension.

19 (c) Includes a scientifically based and reliable  
20 assessment.

21 (d) Provides initial and ongoing analysis of each student's  
22 reading progress.

23 (e) Is implemented during regular school hours.

24 (f) Provides a curriculum in core academic subjects to  
25 assist the student in maintaining or meeting proficiency levels  
26 for the appropriate grade in all academic subjects.

27 g. Report to the department of education the specific  
28 intensive reading interventions and supports implemented by the  
29 school district pursuant to this section. The department shall  
30 annually prescribe the components of required or requested  
31 reports, including but not limited to a report on the number of  
32 students retained under this section.

33 h. Provide a student who has been retained in grade three  
34 and who has received intensive instructional services but is  
35 still not ready for grade promotion, as determined by the

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1 school district, the option of being placed in a transitional  
2 instructional setting. Such setting shall specifically be  
3 designed to produce learning gains sufficient to meet grade  
4 four performance standards while continuing to remediate the  
5 areas of reading deficiency.

6 4. Notwithstanding subsection 1, paragraph "b", subparagraph  
7 (4), or any other provision of law to the contrary, a school  
8 district shall not be required to retain a student in grade  
9 three who exhibits a substantial deficiency in reading in  
10 accordance with this section until the school year beginning  
11 July 1, 2016. This subsection is repealed July 1, 2016.

## DIVISION XV

## HOME RULE AUTHORITY

14 Sec. 79. NEW SECTION. **274.3 Exercise of powers —**  
15 **construction.**

16 1. The board of directors of a school district shall  
17 operate, control, and supervise all public schools located  
18 within its district boundaries and may exercise any broad  
19 and implied power related to the operation, control, and  
20 supervision of those public schools except as expressly  
21 prohibited or prescribed by the Constitution of the State of  
22 Iowa or by statute.

23 2. Notwithstanding subsection 1, the board of directors of  
24 a school district shall not have power to levy any tax unless  
25 expressly authorized by the general assembly.

26 3. This section shall not apply to a research and  
27 development school as defined in section 256G.2 or to a  
28 laboratory school as defined in section 265.1. The board of  
29 directors of a school district in which such a research and  
30 development school or laboratory school is located shall not  
31 exercise over such a school any powers granted to the board by  
32 subsection 1.

33 4. This chapter, chapter 257 and chapters 275 through 301,  
34 and other statutes relating to the boards of directors of  
35 school districts and to school districts shall be liberally

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1 construed to effectuate the purposes of subsection 1.

2 DIVISION XVI

3 ONLINE LEARNING INTERIM STUDY

4 Sec. 80. ONLINE LEARNING — INTERIM STUDY. The legislative  
5 council is requested to establish an interim study committee  
6 relating to online learning and programming for school  
7 districts and related educational issues. The objective of  
8 the study shall be to review the appropriate use of online  
9 learning by school districts, the appropriate levels and  
10 sources of funding for online learning, partnerships between  
11 school districts and private providers of online programs, and  
12 the potential use of online learning as the exclusive means  
13 to provide coursework required under the state's educational  
14 standards. The study shall identify opportunities between  
15 interested agencies and entities involved in or potentially  
16 involved in online learning activities, including but not  
17 limited to K-12 schools, area education agencies, institutions  
18 of higher learning, the public broadcasting division of the  
19 department of education, the department of education, and the  
20 Iowa communications network. The committee is directed to  
21 submit its findings and recommendations in a report to the  
22 general assembly by December 14, 2012.

23 DIVISION XVII

24 STATE MANDATE

25 Sec. 81. STATE MANDATE FUNDING SPECIFIED. In accordance  
26 with section 25B.2, subsection 3, the state cost of requiring  
27 compliance with any state mandate included in this Act shall  
28 be paid by a school district from state school foundation aid  
29 received by the school district under section 257.16. This  
30 specification of the payment of the state cost shall be deemed  
31 to meet all of the state funding-related requirements of  
32 section 25B.2, subsection 3, and no additional state funding  
33 shall be necessary for the full implementation of this Act  
34 by and enforcement of this Act against all affected school  
35 districts.

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## 1 EXPLANATION

2 This bill relates to programs and activities under  
3 the purview of the department of education, the board of  
4 educational examiners, school districts, and accredited  
5 nonpublic schools.

6 DIVISION I — COMPETENCY-BASED INSTRUCTION. The bill  
7 provides for the appointment of a competency-based instruction  
8 task force and extends until May 1, 2012, the time by which  
9 school districts may submit to the department of education a  
10 request for an exemption from the educational standards in  
11 order to create competency-based pathways for students that  
12 use standards and evidence as the baseline for competency  
13 determinations and bases advancement and credit on what  
14 students know or are able to do rather than on time spent in the  
15 classroom.

16 The superintendents of the school districts whose  
17 exemptions have already been approved by the department are  
18 directed to appoint a task force to conduct a study regarding  
19 competency-based instruction standards and options and the  
20 integration of competency-based instruction with the Iowa  
21 core curriculum, and to develop related assessment models  
22 and professional development focused on competency-based  
23 instruction.

24 At a minimum, the task force shall redefine the Carnegie  
25 unit into competencies, construct personal learning plans  
26 and templates, develop student-centered accountability and  
27 assessment models, empower learning through technology, and  
28 develop supports and professional development for educators to  
29 transition to a competency-based system.

30 The task force shall be comprised of at least 16 members,  
31 nine of whom shall represent education stakeholders and  
32 practitioners knowledgeable about the Iowa core curriculum;  
33 one of whom shall be the deputy director and administrator  
34 of the division of learning and results of the department of  
35 education or the deputy director's designee; one of whom shall

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1 represent the area education agencies (AEAs); one of whom shall  
2 represent the Iowa state education association; and four of  
3 whom shall represent the general assembly. The four members  
4 of the general assembly shall serve as ex officio, nonvoting  
5 members. The department of education shall provide staffing  
6 services for the task force.

7 The task force shall submit its plan, findings, models,  
8 and recommendations in a final report to the state board of  
9 education, the governor, and the general assembly by January  
10 15, 2013.

11 This division takes effect upon enactment.

12 DIVISION II — CORE CURRICULUM FRAMEWORK AND CORE CONTENT  
13 STANDARDS. The bill establishes the core curriculum advisory  
14 council under the department of education. Upon request by  
15 the director of the department of education, the council is  
16 to make nonbinding recommendations to the director regarding  
17 necessary changes to the core curriculum. The council is  
18 directed to seek to further the goals of the core curriculum  
19 and any objectives established by the director in making  
20 recommendations. The council consists of no less than seven  
21 members appointed by and serving at the pleasure of the  
22 director. The council must be balanced by gender and political  
23 party. The council is to meet at least quarterly and at the  
24 call of the chair of the council. Members of the council serve  
25 without compensation but may be reimbursed for their actual  
26 expenses incurred in the performance of their duties.

27 The bill adds the subjects of music and other fine arts,  
28 applied arts, foreign languages, physical education, and  
29 entrepreneurship education to the skills and knowledge the core  
30 curriculum for kindergarten through grade 12 must address.

31 The director must create and disseminate to school  
32 districts, charter schools, and accredited nonpublic schools a  
33 model curriculum that is directly tied to the goals, outcomes,  
34 and assessment strategies identified in the core content  
35 standards. The model curriculum shall provide guidance to

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1 school districts and schools and expand on the core content  
2 standards. The model curriculum shall be modified as necessary  
3 to incorporate the core curriculum framework.

4 DIVISION III — TEACHER AND ADMINISTRATOR PERFORMANCE. The  
5 bill directs the state board to adopt new Iowa teaching and  
6 administration standards by January 1, 2013, and to implement  
7 statewide teacher and administrator evaluation system pilot  
8 programs during the 2013-2014 school year; provides for  
9 the appointment of a teacher performance, compensation, and  
10 career development task force to develop recommendations for  
11 a new teacher compensation system; directs the director of  
12 the department of education to develop a statewide teacher  
13 evaluation system and a statewide administrator evaluation  
14 system that school districts, charter schools, and accredited  
15 nonpublic schools shall use to standardize the instruments  
16 and processes used to evaluate teachers and administrators  
17 throughout the state; provides for the creation of a task force  
18 to conduct a study regarding a statewide teacher evaluation  
19 system and a statewide administrator evaluation system; and  
20 requires that public school teachers and administrators be  
21 evaluated annually rather than every three years, and that the  
22 evaluation of a teacher be conducted by at least one person who  
23 holds a valid certification issued for successfully completing  
24 an evaluator training program.

25 The bill sets out the minimum components of the statewide  
26 teacher evaluation system, including direct observation of  
27 classroom teaching behaviors, strong consideration of student  
28 outcome measures, integration of the Iowa teaching standards,  
29 and system applicability to teachers in all content areas  
30 taught by a school. The bill allows charter schools and  
31 accredited nonpublic schools to implement an alternative  
32 teacher or administrator evaluation system if the department  
33 approves the alternative system.

34 The director is tasked with appointing members to, and  
35 providing staffing for, the teacher performance, compensation,

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1 and career development task force, including members  
2 representing teachers, parents, school administrators, and  
3 business and community leaders. The task force is directed to  
4 address the duties and responsibilities of apprentice, career,  
5 mentor, and master teachers; utilizing retired teachers as  
6 mentors; uses and realignment of finite resources; mechanisms  
7 to substantially increase the average salary of teachers who  
8 assume leadership roles; and standardizing implementation of  
9 task force recommendations in all of Iowa's school districts  
10 and public charter schools. The task force must submit its  
11 findings and recommendations in a report to the state board of  
12 education, the governor, and the general assembly by October  
13 15, 2012.

14 The statewide educator evaluation system task force  
15 must submit its findings, recommendations, and a proposal  
16 for a statewide teacher evaluation system and a statewide  
17 administrator evaluation system to the state board of education  
18 and the general assembly by October 15, 2012. The task force  
19 must include a tiered evaluation system differentiating levels  
20 of teacher effectiveness in its recommendations and proposal.  
21 By November 26, 2012, the department must submit a departmental  
22 bill drafting request to the legislative services agency  
23 in bill draft format making specific and detailed proposed  
24 amendments to the Code necessary to advance the proposed task  
25 force recommendations as approved by the state board.

26 The provisions providing for appointment of the task forces  
27 take effect upon enactment.

28 The bill makes a repeal of language in the bill relating  
29 to the statewide teacher evaluation system and the statewide  
30 administrator evaluation system contingent on whether the  
31 general assembly takes action during the 2013 regular session  
32 to enact legislation advancing recommendations of the statewide  
33 educator evaluation system task force.

34 The bill repeals the current Iowa teaching standards on  
35 July 1, 2013. The bill also repeals a Code provision that

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1 established a career ladder pilot program to be administered  
2 by the department of education from 2007 through 2009. The  
3 final report on the pilot program was submitted to the general  
4 assembly in March 2010.

5 The bill makes a technical correction to a reference  
6 relating to transfer of the duties of certain licensing  
7 responsibilities to the state board of education and department  
8 of education under division X of this bill.

9 DIVISION IV — INNOVATION ACCELERATION PROGRAM — FUND. The  
10 bill establishes an innovation acceleration program in the  
11 department of education and creates an innovation acceleration  
12 fund in the state treasury under the control of the department.

13 The purpose of the innovation acceleration program is to  
14 provide competitive grants to applicants with a record of  
15 improving student achievement and educational attainment in  
16 order to expand the implementation of, and investment in,  
17 innovative practices that are demonstrated to have an impact  
18 on improving student achievement or student growth, closing  
19 achievement gaps, decreasing dropout rates, increasing parental  
20 involvement, increasing attendance rates, increasing high  
21 school graduation rates, or increasing college enrollment and  
22 completion rates.

23 The program shall be designed to enable grantees to expand  
24 and develop innovative practices that can serve as models of  
25 best practices, work in partnership with the private sector and  
26 the philanthropic community, and identify and document best  
27 practices that can be shared and expanded based on demonstrated  
28 success.

29 The innovation acceleration fund shall be administered  
30 by the director of education and shall consist of moneys  
31 appropriated by the general assembly and any other moneys  
32 available to and obtained or accepted by the department for the  
33 program.

34 DIVISION V — ONLINE LEARNING. The bill provides that the  
35 term "telecommunications" for purposes of Code chapter 256

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1 shall include coursework delivered online, as appropriate.

2 Further, resident pupils receiving coursework delivered  
3 online shall be counted for school foundation aid purposes as  
4 three-tenths of one pupil.

5 Currently the statute provides that telecommunications shall  
6 not be used by school districts as the exclusive means to  
7 provide any course which is required by the minimum educational  
8 standards for accreditation.

9 DIVISION VI — EDUCATIONAL STANDARDS EXEMPTIONS. The bill  
10 permits the director of the department of education to grant  
11 school districts exemptions from one or more of the educational  
12 standards for all grades and all subject areas currently  
13 required to be offered, from prekindergarten through grade 12,  
14 if the school district meets certain requirements specified for  
15 charter schools, including provisions that require a charter  
16 school to meet all applicable federal, state, and local health  
17 and safety requirements and laws prohibiting discrimination;  
18 operate as a nonsectarian, nonreligious public school; be free  
19 of tuition and application fees to Iowa resident students  
20 between the ages of 5-21 years; be subject to and comply with  
21 Code chapters 216 and 216A relating to civil and human rights;  
22 provide special education services; be subject to the same  
23 financial audits, audit procedures, and audit requirements as  
24 a school district; be subject to and comply with provisions  
25 relating to the student achievement and teacher quality  
26 program; be subject to and comply with state law relating to  
27 contracts with and discharge of teachers and administrators;  
28 be subject to and comply with state law relating to the  
29 transportation of students; comply with state and federal  
30 law relating to the suspension or expulsion of a student;  
31 comply with all statutes and administrative rules relating to  
32 student records; submit data to the department for purposes  
33 of the department's comprehensive management information  
34 system; comply with administrative rules relating to courses  
35 or programs offered online or use of telecommunications

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1 as an instructional tool; and comply with any statewide  
2 accountability requirements in statute or administrative  
3 rule governing high school graduation requirements, the core  
4 curriculum, core content standards, and assessments.

5 Currently, the director may grant school districts and  
6 accredited nonpublic schools an exemption from one or more of  
7 the educational standards for grades 9 through 12, including  
8 but not limited to unit requirements for science, social  
9 studies, English-language arts, mathematics, foreign language,  
10 vocational service, and health and physical education.

11 The bill requires the director to submit a report by February  
12 1, annually, to the state board, the governor, and the general  
13 assembly that lists all of the exemptions granted to school  
14 districts and accredited nonpublic schools and the reasons for  
15 which each exemption was granted.

16 The bill makes a reference to charter school requirements  
17 included in division XV of the bill.

18 DIVISION VII — EDUCATION JOB OPENINGS POSTING. The  
19 director of the department is directed to maintain, on the  
20 department's internet site, education job openings which shall  
21 be submitted by school districts, area education agencies,  
22 charter schools, and accredited nonpublic schools for posting.

23 DIVISION VIII — CLASS SHARING AGREEMENTS. The bill  
24 expands eligibility for the supplementary weighting plan for  
25 district-to-community college sharing and concurrent enrollment  
26 programs to allow a school district that collaborates with  
27 a community college for a college-level class that uses an  
28 activities-based, project-based, and problem-based learning  
29 approach and that is offered through a partnership with a  
30 nationally recognized provider of rigorous and innovative  
31 science, technology, engineering, and mathematics curriculum  
32 for schools, which provider is exempt from taxation under  
33 section 501(c)(3) of the Internal Revenue Code, to qualify  
34 to receive additional weighting for students enrolled in the  
35 class.

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1 The bill amends language establishing the  
2 district-to-community college sharing program or concurrent  
3 enrollment program under the senior year plus program to exempt  
4 from the program's proficiency requirements students who are  
5 enrolled in a school district and in a career and technical  
6 course at a community college. However, a community college  
7 may require a student who applies for enrollment under the  
8 program to complete an initial assessment administered by  
9 the community college receiving the application to determine  
10 the applicant's readiness to enroll in career and technical  
11 coursework, and the community college may deny the enrollment.

12 DIVISION IX — SCHOOL INSTRUCTIONAL TIME TASK FORCE. The  
13 bill charges the director of the department of education with  
14 appointing a school instructional time task force to conduct a  
15 study regarding the minimum requirements of the school day and  
16 the school year.

17 The school instructional time task force shall be comprised  
18 of at least seven members who shall, at a minimum, examine  
19 whether the minimum length of an instructional day should  
20 be extended and if so for whom, whether the minimum number  
21 of instructional days or hours in a school year should be  
22 increased and if so for whom, whether the minimum number of  
23 instructional days or hours should be rearranged for purposes  
24 of summer or other breaks in the school year, whether the  
25 minimum school year should be defined by a number of days or  
26 by a number of instructional hours, whether there should be a  
27 uniform, statewide start date for the school year, and whether  
28 resources necessary to extend the minimum instructional day  
29 or the minimum school year are justified when compared to  
30 competing education priorities. The task force shall submit  
31 its findings and recommendations in a report to the state board  
32 of education, the governor, and the general assembly by October  
33 15, 2012.

34 DIVISION X — ASSESSMENTS. The bill relates to assessments  
35 for children prekindergarten through grade 11 and requires

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1 the department of education to establish and implement a  
2 value-added assessment system.

3 The bill replaces, in language directing the state board  
4 of education to adopt rules requiring that school districts  
5 and accredited nonpublic schools submit a comprehensive  
6 school improvement plan and report to the department and local  
7 communities, references to local education standards and  
8 achievement progress with references to statewide standards  
9 and assessment measures and eliminates reporting requirements  
10 related to locally established student learning goals.

11 Further, the rules adopted by the state board incorporating  
12 accountability for, and reporting of, student achievement  
13 into the standards and accreditation process must provide,  
14 by July 1, 2014, for the establishment by the department of  
15 an accountability system designed to hold school districts  
16 and accredited nonpublic schools accountable for student  
17 achievement. The accountability system must, at a minimum,  
18 define and measure student achievement, student growth,  
19 student achievement gaps, college and career readiness,  
20 student well-being, parent satisfaction, school staff working  
21 conditions, school fiscal responsibility, and graduation and  
22 attendance rates.

23 The state board must also adopt, by July 1, 2014, a policy  
24 for how school districts shall incorporate end-of-course  
25 assessments into their graduation requirements. The director  
26 of the department must, by July 1, 2014, develop high school  
27 end-of-course assessments for core content standards subject  
28 areas, which the school districts must administer as an  
29 integral component of such courses.

30 In addition, the director may at the director's discretion,  
31 or shall as directed by the state board, convene a working  
32 group to develop recommendations for the accountability  
33 system or redesign of accreditation procedures; a compliance  
34 monitoring process aligned with the accountability system;  
35 targeting support for school districts identified as

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1 needing assistance; identifying, studying, and commending  
2 high-performing districts; and developing takeover strategies  
3 for school districts deemed persistently failing to meet  
4 educational system or student achievement standards.

5 The rules the state board adopts establishing high school  
6 graduation requirements shall also require administration of  
7 college entrance examinations and career readiness assessments.  
8 The bill requires school districts and accredited nonpublic  
9 schools to offer to each student enrolled in grade 11 their  
10 choice of taking either the college entrance examination  
11 to assess English, reading, mathematics, and science or a  
12 career readiness assessment to assess reading for information,  
13 locating information, and applied mathematics.

14 The cost of the examinations and assessments shall be paid by  
15 the department of education; and the costs of any additional  
16 college entrance examinations taken by a student shall be the  
17 responsibility of the student. If funds are available to  
18 the department for such purpose, the department shall make a  
19 preparation program available to all students in grade 11, and  
20 may contract for the necessary assessment services.

21 A student whose scores on the college entrance examination  
22 indicate a high degree of college readiness shall be counseled  
23 by the school district or school to enroll in accelerated  
24 courses, with an emphasis on advanced placement classes. A  
25 student whose scores on the career readiness assessments  
26 indicate that additional assistance is required in reading  
27 for information, locating information, or applied mathematics  
28 shall be provided intervention strategies for accelerated  
29 learning by the school district or school. The bill provides  
30 for accommodations for students with disabilities and students  
31 requiring special education under Code chapter 256B. The  
32 bill requires a student's scores on the college entrance  
33 examinations to be recorded by the school district or school in  
34 the student's official education record.

35 The bill eliminates from the core content requirements

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1 language relating to locally developed content standards.

2     The bill requires the department of education to establish  
3 and implement a value-added assessment system not later than  
4 January 31, 2013, to provide for multivariate longitudinal  
5 analysis of annual student test scores to determine the  
6 influence of a school district's educational program on student  
7 academic growth and to guide school district improvement  
8 efforts. The department of education is directed to select a  
9 value-added assessment system provider, based on criteria set  
10 forth in the bill, through a request for proposals process.  
11 School districts are required to use the system not later than  
12 the 2013-2014 school year, but may request from the district's  
13 area education agency authorization to use an alternative  
14 system.

15     The bill defines "value-added assessment" to mean a method  
16 of measuring gains in student achievement by conducting a  
17 statistical analysis of achievement data that reveals academic  
18 growth over time for students and groups of students, such as  
19 those in a grade level or in a school.

20     The system provider must create a mechanism to collect and  
21 evaluate data in a manner that reliably aligns the performance  
22 of the teacher with the achievement levels and progress  
23 of the teacher's students. School districts must report  
24 teacher-to-student alignment data to the system provider as  
25 directed by the department.

26     The system provider must provide analysis to each school  
27 district and the department of education, and must also chart  
28 data, using criteria set forth in the bill, for each school  
29 district.

30     A school district must have complete access to and full  
31 utilization of its own value-added assessment reports and  
32 charts. Where student outcomes measures are available,  
33 for tested subjects and grades, student outcomes measures  
34 may be considered by the district to validate observational  
35 evaluations. Such measures which are a component of a

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1 teacher's evaluation are not a public record.

2 School districts shall use the student academic growth  
3 data for defining student and district learning goals and  
4 professional development related to student learning goals  
5 across the school district.

6 The department shall use the data to determine school  
7 improvement and technical assistance needs of school districts  
8 and to identify school districts achieving exceptional gains.

9 The department is directed to submit an annual progress report  
10 regarding the use of student academic growth information in the  
11 school improvement processes to the house and senate education  
12 committees and must publish the progress report on its internet  
13 site.

14 The bill also requires each school district to administer a  
15 kindergarten readiness assessment prescribed by the department  
16 to every resident prekindergarten or four-year-old child whose  
17 parent or guardian enrolls the child in the district. The  
18 school districts must also administer the Iowa assessments to  
19 grade 10 students in the 2012-13 and 2013-14 school years.

20 DIVISION XI — NATIONAL BOARD FOR PROFESSIONAL TEACHING  
21 STANDARDS AWARDS. The bill eliminates the end dates for  
22 the national board for professional teaching standards  
23 certification one-time reimbursement awards and the annual  
24 awards. The term of eligibility for the annual award is 10  
25 years or for the years in which the individual maintains a  
26 valid certificate, whichever time period is shorter.

27 DIVISION XII — EDUCATOR EMPLOYMENT AND PROFESSIONAL  
28 DEVELOPMENT MATTERS. The bill relates to teacher performance,  
29 compensation, and career development, professional development  
30 for practitioners and state funds for professional development,  
31 and to probationary periods and due process for teachers and  
32 administrators.

33 PROFESSIONAL DEVELOPMENT AND TEACHER EVALUATION. The state  
34 board of education is directed to adopt rules providing for  
35 the establishment of a statewide plan for the professional

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1 development of practitioners employed in Iowa's school  
2 districts. The statewide plan shall be implemented by the area  
3 education agencies (AEAs), each of which must submit annually  
4 to the department of education a plan for a professional  
5 development program for the following fiscal year. The program  
6 developed by the AEA must combine the professional development  
7 priorities of the state board with the professional development  
8 needs of the schools and school districts in the area. The  
9 director of the department must approve, amend and approve, or  
10 reject each AEA plan.

11 The department is tasked with implementing the statewide  
12 plan for professional development established by the state  
13 board. A school district may, upon request, receive services  
14 under the area professional development plan approved by the  
15 director.

16 The department of management is directed to annually reduce  
17 the distributions from the amounts generated by the total  
18 professional development supplement district cost and the total  
19 area education agency professional development supplement  
20 district cost to each school district and AEA by 10 percent.  
21 The school district spending authority is also reduced by 10  
22 percent. An amount equivalent to the amount of the reduction  
23 is appropriated to the department for purposes of implementing  
24 the statewide plan for the professional development of  
25 practitioners.

26 REDUCTION IN FORCE. The bill authorizes school boards,  
27 which by a majority vote institute a reduction in force, to  
28 not renew a teacher's contract based on teacher evaluations,  
29 licensure and endorsements, the needs of the schools and  
30 students, and, under certain circumstances, hiring dates.

31 The director is authorized to waive requirements relating  
32 to the development and review of an individual teacher  
33 professional development plan for a school district that  
34 utilizes a peer review teacher evaluation system in which  
35 consulting teachers, in conjunction with school administrators,

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1 make formal evaluations of the school district's teachers,  
2 including but not limited to each teacher's professional growth  
3 and employment status.

4 DIVISION XIII — CHARTER SCHOOL CHANGES. The bill rewrites  
5 the majority of Iowa's charter school legislation. The purpose  
6 of the charter school legislation remains the same, as do most  
7 of the general operating requirements, but the bill eliminates  
8 references to innovation zone schools and broadens the list of  
9 entities eligible to submit applications to establish charter  
10 schools. However, the bill provides that a charter school  
11 or innovation zone school established prior to July 1, 2012,  
12 shall continue to be governed by chapter 256F, Code and Code  
13 Supplement 2011, until the term of the contract entered into  
14 pursuant to section 256F.6, Code 2011, ends.

15 ELIGIBLE ENTITIES. Eligible entities under the bill  
16 include the following: school districts, area education  
17 agencies, community colleges, regents universities, nonprofit  
18 private postsecondary institutions, cities and counties  
19 with populations of more than 95,000, and nonsectarian,  
20 nonreligious, tax-exempt charitable organizations; or  
21 consortiums of some of the eligible entities.

22 CONVERSION OF AN EXISTING SCHOOL. The bill continues to  
23 provide that the conversion of an existing school district  
24 attendance center must be supported by at least 50 percent  
25 of the school's teachers and 50 percent of the parents whose  
26 children attend the school.

27 The bill states that the legislation shall not be construed  
28 as a means to keep open a school that a school board decides  
29 to close, but a school board may endorse or authorize the  
30 establishing of a charter school to replace the school the  
31 board decides to close. Applicants seeking a charter under  
32 this circumstance must demonstrate and document that the  
33 charter sought is substantially different in purpose and  
34 program from the school the board closes.

35 DUTIES OF THE DEPARTMENT. The department of education

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1 is tasked with developing and implementing an orientation  
2 program for operators that covers accountability requirements,  
3 reporting requirements, and finance. An operator is an entity  
4 whose application to charter a school has been approved by  
5 the state board. An operator must successfully complete the  
6 orientation program prior to chartering a school. If the  
7 operator does not successfully complete the orientation program  
8 in the time specified by the department, the state board  
9 shall reevaluate the operator's application and may deny the  
10 application.

11 The department must also develop and implement or approve  
12 orientation programs for members of the boards of directors  
13 of charter schools, including but not limited to orientation  
14 on the charter school board's role and responsibilities,  
15 employment policies and practices, and financial management.  
16 Board members must attend ongoing orientation throughout the  
17 member's term.

18 The department shall monitor and evaluate the fiscal,  
19 operational, and student performance of the charter school  
20 annually. Every fifth year in which a charter school is in  
21 operation, and before the state board considers renewing a  
22 charter school's contract, the department must provide to the  
23 state board and to the charter school board a formal written  
24 review of the annual evaluations conducted.

25 OPERATING REQUIREMENTS. New operating requirements  
26 include those requiring that charter schools comply with  
27 statutes relating to the suspension or expulsion of a student,  
28 procedures for handling child abuse, procedures for reporting  
29 weapons and drug or alcohol possession or use, and harassment  
30 and bullying prohibitions and requirements; comply with  
31 statutes and rules relating to student records and school  
32 meal programs; submit data for purposes of the department's  
33 comprehensive management information system; and comply with  
34 statewide accountability requirements governing high school  
35 graduation requirements, the core curriculum, core content

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1 standards, and assessments. Suspension or expulsion decisions  
2 may be appealed to the state board of education. However,  
3 under the bill a charter school no longer must be subject to or  
4 comply with Code chapter 279, relating to teacher contracts and  
5 discharge of teachers or administrators; or meet the 180-day  
6 school year requirement or its equivalent in hours; or provide  
7 school bus transportation to nonpublic school and nonresident  
8 students.

9 PRIMARY FOCUS. The primary focus of a charter school shall  
10 be to provide a comprehensive program of instruction for at  
11 least one grade or age group from 5-21 years of age.

12 CHARTER SCHOOL APPLICATION. An application to operate a  
13 charter school must include a business plan that documents the  
14 proposed charter school's mission statement, school purposes,  
15 program design, graduation plan, financial plan, governance  
16 and management structure, and background and experience of  
17 the applicants and the initial board and instructional staff,  
18 plus any other information the state board requests; provide  
19 a statement of assurances of legal compliance prescribed by  
20 the state board; provide a statement of support or nonsupport  
21 from the school district in which the charter school would be  
22 located, a statement of community support, and how special  
23 education and English as a second language programs will be  
24 made available and financed; demonstrate the applicant's  
25 ability to implement the procedures and satisfy the criteria  
26 for chartering a school; and describe the measures that will be  
27 implemented to provide for oversight of the charter school's  
28 academic, financial, and operational performance, and ensure  
29 compliance with the terms of any written contract entered into  
30 by the charter school board and the state board. An applicant  
31 must file a separate application for each school the applicant  
32 intends to charter.

33 The bill sets forth provisions specifying timelines  
34 and requirements for the approval or disapproval of an  
35 application. Only the state board is authorized to approve

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1 an application. The state board is directed to establish  
2 criteria for application approval that at a minimum considers  
3 the available capacity and infrastructure identified in the  
4 plan, the contracting process specified in the plan, ongoing  
5 oversight and evaluation processes relating to administration  
6 and staffing, and charter school contract and contract renewal  
7 criteria and processes.

8 The approval of an application and renewal of a charter by  
9 the state board shall not be conditioned upon the bargaining  
10 unit status of the employees of the school. Employees of  
11 the board of directors of a charter school may, if otherwise  
12 eligible, organize under Code chapter 20 and comply with its  
13 provisions. The board of directors of a charter school is  
14 a public employer, for the purposes of Code chapter 20, upon  
15 formation of one or more bargaining units at the school.

16 OPERATOR OF CHARTER SCHOOL. An operator who successfully  
17 completes the department's orientation program shall, before  
18 entering into a contract or other agreement for professional  
19 or other services, goods, or facilities, incorporate as a  
20 nonprofit corporation and shall establish an initial board of  
21 directors composed of at least five voting members, who are not  
22 related parties, until a timely election for members of the  
23 ongoing charter school board of directors is held according to  
24 the school's articles and bylaws.

25 CHARTER SCHOOL BOARD. Ongoing board members must be elected  
26 before the school completes its third year of operation. The  
27 articles and bylaws shall include clear policies regarding  
28 conflicts of interests and standards of responsibility. Staff  
29 members employed at the school and all parents or guardians  
30 of children enrolled in the school are the voters eligible to  
31 elect charter school board members.

32 The charter school board of directors shall be composed  
33 of at least one licensed teacher employed at the school, at  
34 least one parent or legal guardian of a student enrolled in  
35 the charter school who is not an employee of the charter

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1 school, and at least one interested community member who is  
2 not employed by the charter school and does not have a child  
3 enrolled in the school. The majority of board members may be  
4 teachers. Contractors providing facilities, goods, or services  
5 to a charter school shall not serve on the charter school board  
6 except that contracts involving no more than \$2,500 do not  
7 exclude a contractor from board membership.

8     EXPANSION TO ADDITIONAL SITES OR GRADES. The state board  
9 may permit the charter school board to expand the operation of  
10 the charter school to additional sites or to add additional  
11 grades at the school beyond those described in the operator's  
12 approved application only after submitting to the state board a  
13 supplemental affidavit that includes a proposed expansion plan  
14 that demonstrates need and projected enrollment; documentation  
15 that the expansion is warranted, at a minimum, by longitudinal  
16 data demonstrating students' improved academic performance and  
17 growth on student assessments; documentation that the charter  
18 school is financially sound and the financing it needs to  
19 implement the proposed expansion exists; and documentation that  
20 the charter school has the governance structure and management  
21 capacity to carry out its expansion.

22     OPEN MEETINGS AND RECORDS. The charter school board is a  
23 government or governmental body for purposes of Iowa's open  
24 meetings and records laws.

25     AUDIT REQUIREMENTS. As under current law, the charter  
26 school must comply with the same statutory audit requirements  
27 as a school district. In addition, the charter school must  
28 annually submit an audit report to the state board by December  
29 31 and include a copy of all charter school agreements for  
30 corporate management services. If the audit report finds  
31 that a material weakness exists in the school's financial  
32 reporting systems, the school shall submit a written report to  
33 the state board explaining how the material weakness will be  
34 resolved, and the school's auditor must agree to make available  
35 information about the audit to the state board upon request.

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1 FUNDING. A student enrolled in a charter school shall  
2 be counted, for state school foundation aid purposes, in the  
3 pupil's district of residence. The district of residence shall  
4 pay to the charter school the state cost per pupil for the  
5 previous school year and the combined district cost per pupil,  
6 the teacher salary supplement, the professional development  
7 supplement, and the early intervention supplement, plus any  
8 moneys received for the student as a result of the non-English  
9 speaking weighting for the previous school year multiplied  
10 by the state cost per pupil for the previous year. Other  
11 per pupil moneys may also be payable to a charter school in  
12 accordance with the charter school's approved application.

13 ADMISSION REQUIREMENTS. A charter school may limit  
14 admission to the following: students within an age group or  
15 grade level, students who are either at risk of dropping out or  
16 have dropped out, and residents of a specific geographic area  
17 in which the school is located when the majority of students  
18 served by the school are eligible for free and reduced price  
19 meals under federal guidelines. A charter school shall enroll  
20 an eligible student who submits a timely application, unless  
21 the number of applications exceeds the capacity of a program,  
22 class, grade level, or building. In such case, students shall  
23 be accepted by lot. A charter school shall give enrollment  
24 preference to a sibling of an enrolled student and to a foster  
25 child of that student's parents and may give preference for  
26 enrolling children of the school's staff before accepting other  
27 students by lot. A charter school shall not limit admission  
28 to students on the basis of intellectual ability, measures  
29 of achievement or aptitude, or athletic ability and may not  
30 establish any criteria or requirements for admission that are  
31 inconsistent with this Code section. The charter school shall  
32 not distribute any services or goods of value to students,  
33 parents, or guardians as an inducement, term, or condition of  
34 enrolling a student in a charter school.

35 STAFFING REQUIREMENTS AND QUALIFICATIONS. A charter school

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1 shall employ or contract with necessary licensed teachers  
2 who hold endorsements to perform the particular service for  
3 which they are employed in the school. The school may employ  
4 necessary employees who are not required to hold teaching  
5 licenses to perform duties other than teaching and may contract  
6 for other services.

7 LEASE OF SPACE AND FACILITY CONSTRUCTION. A charter  
8 school may lease space from a school district or other public  
9 organization; a private, nonprofit nonsectarian organization;  
10 a private property owner; or a sectarian organization if the  
11 leased space is constructed as a school facility.

12 A charter school may organize an affiliated nonprofit  
13 building corporation to renovate or purchase an existing  
14 facility to serve as a school or to construct a new school  
15 facility. The bill sets forth requirements for such a  
16 corporation.

17 RETIREMENT SYSTEMS. Teachers in a charter school are public  
18 school teachers and charter schools are employers for the  
19 purposes of Iowa public employees' retirement system.

20 CONTRACT RENEWAL OR NONRENEWAL. The state board may or  
21 may not renew a charter school contract at the end of the  
22 contract term, and may unilaterally terminate a contract during  
23 the term of the contract, for any of the following grounds:  
24 failure to meet the requirements for student performance  
25 contained in the contract, failure to meet generally accepted  
26 standards of fiscal management, violations of law, and other  
27 good cause shown, including but not limited to the existence  
28 of one or more other grounds for revocation as specified in  
29 the contract. The bill specifies the procedures for not  
30 renewing or terminating a contract. The state board, after  
31 providing reasonable notice to the charter school board, and  
32 after providing an opportunity for a public hearing, may  
33 terminate the existing contract with the charter school board  
34 if the charter school has a history of failure to meet student  
35 performance requirements consistent with state law, financial

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1 mismanagement or failure to meet generally accepted standards  
2 of fiscal management, or violations of the law.

3 If a contract is not renewed or is terminated, a student  
4 who attended the charter school may enroll in the district of  
5 residence or may submit an open enrollment application to a  
6 nonresident district. The charter school shall transfer the  
7 student's educational records to the student's new school of  
8 enrollment.

9 LEGAL AUTHORITY. The board of directors of a charter school  
10 may sue and be sued, the charter school shall not levy taxes  
11 or issue bonds, and a charter school is a municipality for  
12 purposes of tort liability of governmental subdivisions.

13 DIVISION XIV — THIRD GRADE LITERACY. The bill provides for  
14 early grade student assessments for reading deficiencies and  
15 parental notification of reading deficiencies, and retention  
16 for such deficiencies at grade three for students who do not  
17 demonstrate an acceptable level of performance on reading  
18 standardized or alternative assessments. However, school  
19 districts are not required to retain students until the school  
20 year beginning July 1, 2016.

21 The bill requires the state board of education to adopt  
22 guidelines by July 1, 2013, for implementation of the new  
23 Code provision established by the bill relating to student  
24 progression, retention, and remedial instruction, including  
25 but not limited to basic levels of reading proficiency  
26 on approved assessments and identification of tools that  
27 school districts may use in evaluating and reevaluating any  
28 student who may be or who is determined to be deficient in  
29 reading, including but not limited to initial assessments and  
30 subsequent assessments, alternative assessments, and portfolio  
31 reviews. The state board must adopt standards that provide a  
32 reasonable expectation that a student's progress toward reading  
33 proficiency is sufficient to master appropriate grade four  
34 level reading skills prior to the student's promotion to grade  
35 four.

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1 The director of the department of education is required to  
2 identify the scoring levels on approved grade three reading  
3 assessments that will trigger the retention of a student; to  
4 develop or identify and approve alternative but equivalent  
5 qualifying performance measures for students who are not  
6 proficient in reading, such as a demonstration of reading  
7 mastery evidenced by portfolios of student work; and to  
8 establish, subject to an appropriation of state funds, an Iowa  
9 reading research center for the application of current research  
10 on literacy.

11 School districts must provide intensive reading instruction  
12 to students who exhibit a substantial deficiency in reading,  
13 based upon locally determined or statewide assessments  
14 conducted in kindergarten or grade one, grade two, or grade  
15 three, or through teacher observations. The student's reading  
16 proficiency shall be reassessed following the intensive reading  
17 instruction. The student shall continue to be provided with  
18 intensive reading instruction until the reading deficiency is  
19 remedied.

20 School districts must notify at least annually, in writing,  
21 the parent or guardian of a student who exhibits a substantial  
22 deficiency in reading, the district's determination that  
23 the child is deficient in reading, descriptions of the  
24 services currently provided to the child and of the proposed  
25 supplemental instructional services and supports that the  
26 school district will provide to the child to remediate the  
27 deficiency; that if the child's reading deficiency is not  
28 remediated by the end of grade three, the child will be  
29 retained unless exempt from mandatory retention for good cause;  
30 strategies for parents and guardians to use in helping the  
31 child succeed in reading proficiency; that the assessment  
32 is not the sole determiner of promotion and that additional  
33 evaluations, portfolio reviews, performance measures, and  
34 assessments are available to assist parents and the school  
35 district in knowing when a child is reading at or above grade

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## H.F. 2380

1 level and ready for promotion; and the district's specific  
2 criteria and policies for midyear promotion. "Midyear  
3 promotion", under the bill, means promotion of a retained  
4 student to the next grade level at any time during the year of  
5 retention once the student has demonstrated ability to read at  
6 grade level.

7 The bill does not preclude the parent or guardian of a  
8 student with a reading deficiency from requesting that the  
9 student be retained at grade level.

10 If a student's reading deficiency is not remedied by the  
11 end of grade three, the student shall be retained in grade  
12 three. The school district can exempt students from mandatory  
13 retention for good cause, which under the bill includes  
14 limited English proficient students; students requiring special  
15 education; students who demonstrate an acceptable level of  
16 performance on an approved alternative performance measure;  
17 students who demonstrate mastery through a student portfolio;  
18 and students who have received intensive remediation in reading  
19 for two or more years.

20 Intensive reading instruction for students promoted under  
21 good cause must include an altered instructional day that  
22 includes specialized diagnostic information and specific  
23 reading strategies for each student, and the school district  
24 must assist attendance centers and teachers to implement  
25 reading strategies.

26 If a student demonstrates acceptable performance through  
27 an alternative assessment or student portfolio, the student's  
28 teacher must document the teacher's recommendation for  
29 promotion to the school principal, and if the principal agrees,  
30 the principal must make a recommendation to the district  
31 superintendent. A parent or guardian may appeal the decision  
32 of the superintendent to the school board, but the school  
33 board's decision is final.

34 Each school district shall conduct a review of student  
35 progress for any student retained who did not meet the

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1 criteria for a good cause exemption. The review shall address  
2 additional supports and services needed to remediate the  
3 identified areas of reading deficiency. The school district  
4 shall require a student portfolio to be completed for each such  
5 student.

6 The intensive supports that a school district must provide  
7 free of charge include a minimum of a 90-minute block of  
8 scientific-research-based reading instruction and other  
9 strategies which may include but are not limited to small group  
10 instruction; reduced teacher-student ratios; more frequent  
11 progress monitoring; tutoring or mentoring; transition classes  
12 containing students in grades three and four; extended school  
13 day, week, or year; and summer reading programs.

14 At regular intervals, the school district shall provide  
15 a report to the parent or guardian apprising the parent or  
16 guardian of academic and other progress being made by the  
17 student and giving other useful information.

18 The school district shall implement a policy for the midyear  
19 promotion of a student who can demonstrate that the student is  
20 a successful and independent reader, reading at or above grade  
21 level, and ready to be promoted to grade four.

22 In addition to required reading enhancement and acceleration  
23 strategies, school districts must provide parents and guardians  
24 of retained students with instructional options such as a plan  
25 outlined in a parental contract, including participation in  
26 regular parent-guided home reading.

27 School districts, using early intervention moneys received  
28 from the state, must also establish a reading enhancement  
29 and acceleration development initiative designed to prevent  
30 the retention of grade three students and to offer intensive  
31 accelerated reading instruction to grade three students  
32 who fail to meet standards for promotion to grade four and  
33 to each kindergarten through grade three student who is  
34 assessed as exhibiting a reading deficiency. The bill amends  
35 Code section 256D.2A to authorize use of the state early

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## H.F. 2380

1 intervention moneys on such initiatives. The initiative shall  
2 be provided to all kindergarten through grade three students  
3 at risk of retention, and shall measure phonemic awareness,  
4 phonics, fluency, vocabulary, and comprehension; be provided  
5 during regular school hours in addition to regular reading  
6 instruction; and provide a reading curriculum that meets the  
7 state board's guidelines and, at a minimum, assists students  
8 in developing the ability to read at grade level; provides  
9 skill development in phonemic awareness, phonics, fluency,  
10 vocabulary, and comprehension; includes scientifically based  
11 and reliable assessment; and provides initial and ongoing  
12 analysis of each student's reading progress; is implemented  
13 during regular school hours; and provides a curriculum in core  
14 academic subjects to assist the student in maintaining or  
15 meeting proficiency levels for the appropriate grade in all  
16 academic subjects.

17 Each school district shall report to the department  
18 the specific intensive reading interventions and supports  
19 implemented by the school district, and shall report on the  
20 number of students retained under the provisions of the bill.

21 Finally, each school district shall provide a retained  
22 student who has received intensive instructional services but  
23 is still not ready for grade promotion the option of being  
24 placed in a transitional instructional setting specifically  
25 designed to produce learning gains sufficient to meet grade  
26 four performance standards while continuing to remediate the  
27 areas of reading deficiency.

28 DIVISION XV — HOME RULE AUTHORITY. The bill relates  
29 to the power and authority of school districts by amending  
30 Code chapter 274 to grant school districts "home rule" power  
31 and authority. The board of directors of a school district  
32 shall operate, control, and supervise all public schools  
33 located within its district boundaries and may exercise any  
34 broad and implied power related to the operation, control,  
35 and supervision of those public schools except as expressly

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1 prohibited or prescribed by the Constitution of the State of  
2 Iowa or by statute. However, school boards shall not have  
3 power to levy any tax unless expressly authorized by the  
4 general assembly. The new powers and authority shall not apply  
5 to a research and development school or to a laboratory school.  
6 Code chapters 257, 274 through 301, and other statutes relating  
7 to school boards and to school districts shall be liberally  
8 construed to effectuate the purposes specified.

9 DIVISION XVI — ONLINE LEARNING INTERIM STUDY. The bill  
10 requests the legislative council to establish an interim study  
11 committee relating to online learning and programming for  
12 school districts and related educational issues. The objective  
13 of the study shall be to review the appropriate use of online  
14 learning by school districts, the appropriate levels and  
15 sources of funding for online learning, partnerships between  
16 school districts and private providers of online programs, and  
17 the potential use of online learning as the exclusive means  
18 to provide coursework required under the state's educational  
19 standards. The study shall identify opportunities between  
20 interested agencies and entities involved in or potentially  
21 involved in online learning activities, including but  
22 not limited to K-12 schools, AEAs, institutions of higher  
23 learning, the public broadcasting division of the department  
24 of education, the department of education, and the Iowa  
25 communications network. The committee is directed to submit  
26 its findings and recommendations in a report to the general  
27 assembly by December 14, 2012.

28 DIVISION XVII — STATE MANDATE. The bill may include a state  
29 mandate as defined in Code section 25B.3. The bill requires  
30 that the state cost of any state mandate included in the bill  
31 be paid by a school district from state school foundation aid  
32 received by the school district under Code section 257.16. The  
33 specification is deemed to constitute state compliance with  
34 any state mandate funding-related requirements of Code section  
35 25B.2.

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# House Amendment 8141

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 #1. Page 1, after line 2 by inserting:  
1 3 <Sec. \_\_\_\_\_. Section 256.7, subsection 26, paragraph  
1 4 a, Code Supplement 2011, is amended by adding the  
1 5 following new subparagraph:  
1 6 NEW SUBPARAGRAPH. (02) The rules shall allow a  
1 7 school district or accredited nonpublic school to award  
1 8 high school credit to a student upon the demonstration  
1 9 of required competencies for a course or content area,  
1 10 as approved by an appropriately licensed teacher. The  
1 11 school district or accredited nonpublic school shall  
1 12 determine the assessment methods by which a student  
1 13 demonstrates sufficient evidence of the required  
1 14 competencies.>  
1 15 #2. Page 2, line 9, after <5.> by inserting  
1 16 <a. The task force shall submit a preliminary  
1 17 report that includes but is not limited to its  
1 18 findings and recommendations relating to subsection 2,  
1 19 paragraphs "b", "d", and "e", by January 15, 2013.  
1 20 b.>  
1 21 #3. Page 2, line 11, by striking <January> and  
1 22 inserting <November>  
1 23 #4. Page 2, by striking lines 13 through 23.  
1 24 #5. By renumbering as necessary.

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T. OLSON of Linn

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SCHULTE of Linn  
HF2380.4824 (1) 84  
kh/rj

## House Amendment 8153

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 #1. Page 55, before line 23 by inserting:  
1 3 <DIVISION \_\_\_\_  
1 4 ADVANCED PLACEMENT PERFORMANCE FUNDING  
1 5 Sec. \_\_\_\_\_. NEW SECTION. 257.16B Advanced placement  
1 6 performance funding.  
1 7 1. For budget years beginning on or after July  
1 8 1, 2014, the department of management shall allocate  
1 9 from amounts appropriated by the general assembly to  
1 10 the department and from other moneys available to and  
1 11 obtained or accepted by the department for providing  
1 12 advanced placement performance funding for school  
1 13 districts as provided in this section.  
1 14 2. a. Each school district shall receive an amount  
1 15 equal to the school district's total number of advanced  
1 16 placement students divided by the total number of  
1 17 advanced placement students in the state, and then  
1 18 multiplied by the amount of moneys available to provide  
1 19 advanced placement performance funding for the budget  
1 20 year under subsection 1.  
1 21 b. The department of management shall on or before  
1 22 July 1 of the budget year notify each school district  
1 23 of the amount of advanced placement performance funding  
1 24 under this section.  
1 25 c. Payments made to school districts under this  
1 26 section are miscellaneous income and may be used for  
1 27 any school district general fund purpose.  
1 28 3. For purposes of this section, "advanced placement  
1 29 student" means a student who was enrolled in the  
1 30 school district during the school year preceding the  
1 31 base year, who was enrolled in one or more advanced  
1 32 placement courses during such school year as provided  
1 33 under section 261E.4, and who also achieved a score  
1 34 on the advanced placement examination for at least  
1 35 one such course of three or higher on the advanced  
1 36 placement five=point scale.  
1 37 4. The department of education shall adopt rules  
1 38 under chapter 17A necessary to implement this section,  
1 39 including rules that prescribe all necessary reporting  
1 40 requirements for school districts.>  
1 41 #2. Title page, line 3, after <examiners,> by  
1 42 inserting <the department of management,>  
1 43 #3. By renumbering as necessary.

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WILLEMS of Linn  
HF2380.4738 (2) 84  
md/sc

## House Amendment 8176

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 #1. Page 5, line 11, by striking <and  
1 3 administration>  
1 4 #2. Page 7, line 30, by striking <~~chapter 272~~> and  
1 5 inserting <chapter 272>  
1 6 #3. Page 7, line 31, by striking <chapter 256>  
1 7 #4. Page 10, by striking lines 11 through 15 and  
1 8 inserting <repealed effective July 1, 2013, if the  
1 9 general assembly fails to enact legislation during  
1 10 the 2013 Regular Session of the Eighty=fifth General  
1 11 Assembly advancing the proposed statewide evaluator  
1 12 evaluation system task force recommendations, as  
1 13 approved by the state board of education, relating to  
1 14 the establishment of a statewide teacher evaluation  
1 15 system and a statewide administrator evaluation  
1 16 system.>  
1 17 #5. Page 10, line 18, by striking <providing for>  
1 18 and inserting <during the 2013 Regular Session of the  
1 19 Eighty=fifth General Assembly advancing the proposed  
1 20 statewide evaluator evaluation system task force  
1 21 recommendations, as approved by the state board of  
1 22 education, relating to>  
1 23 #6. Page 10, lines 20 and 21, by striking <during  
1 24 the 2013 Regular Session of the Eighty=fifth General  
1 25 Assembly>  
1 26 #7. Title page, line 4, by striking <and providing>  
1 27 and inserting <providing>  
1 28 #8. Title page, line 5, by striking <funds> and  
1 29 inserting <funds; and including effective date  
1 30 provisions>

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CHAMBERS of O'Brien  
HF2380.4789 (2) 84  
kh/rj

## House Amendment 8178

PAG LIN

- 1 1 Amend House File 2380 as follows:
- 1 2 [#1.](#) By striking page 25, line 21, through page 26,
- 1 3 line 8.
- 1 4 [#2.](#) Page 26, by striking lines 14 through 27.
- 1 5 [#3.](#) By renumbering as necessary.

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CHAMBERS of O'Brien  
HF2380.4950 (2) 84  
kh/nh

## House Amendment 8179

PAG LIN

1 1 Amend House File 2380 as follows:

1 2 #1. By striking page 11, line 29, through page 12,

1 3 line 25, and inserting:

1 4 <Sec. \_\_\_\_\_. Section 256.7, subsection 8, Code

1 5 Supplement 2011, is amended by striking the subsection

1 6 and inserting in lieu thereof the following:

1 7 8. Adopt rules providing for the establishment of

1 8 an online learning program model.

1 9 a. The rules shall limit the statewide enrollment

1 10 of pupils in educational instruction and course content

1 11 that is delivered primarily over the internet to not

1 12 more than one-half of one percent of the statewide

1 13 enrollment of all pupils.

1 14 b. For purposes of this section and sections

1 15 256.9 and 256.27, "online learning" means educational

1 16 instruction and content which is delivered primarily

1 17 over the internet. "Online learning" does not include

1 18 printed-based correspondence education, broadcast

1 19 television or radio, videocassettes, or stand-alone

1 20 educational software programs that do not have a

1 21 significant internet-based instructional component.

1 22 Sec. \_\_\_\_\_. Section 256.9, Code Supplement 2011, is

1 23 amended by adding the following new subsection:

1 24 NEW SUBSECTION. 65. a. Develop and establish an

1 25 online learning program model in accordance with rules

1 26 adopted pursuant to section 256.7, subsection 8.

1 27 b. Grant a waiver to school districts, charter

1 28 schools, and accredited nonpublic schools that

1 29 implement an online learning program aligned with the

1 30 program model developed and established pursuant to

1 31 this subsection. A school district or school seeking a

1 32 waiver pursuant to this paragraph shall submit a plan

1 33 for an online learning program to the director for

1 34 approval. A school district or school whose online

1 35 learning program plan is approved by the director may

1 36 be granted a waiver only for purposes of implementing

1 37 the approved online learning program. The standards

1 38 that may be waived pursuant to this paragraph are as

1 39 follows:

1 40 (1) The minimum number of instructional days

1 41 required pursuant to section 279.10, subsection

1 42 1, and the minimum number of instructional hours

1 43 required pursuant to section 256.7, subsection 19.

1 44 Notwithstanding any provision to the contrary, the

1 45 waiver may exempt school districts and schools from

1 46 any statutory requirement that students be physically

1 47 present in a school building and under the guidance and

1 48 instruction of the instructional professional staff

1 49 employed by the school district or the school except as

1 50 necessary under the rules adopted pursuant to section

2 1 256.7, subsection 8.

2 2 (2) Any statutory requirement that a subject being

2 3 studied by a student enrolled in an approved online

2 4 learning program be a subject that is offered and

2 5 taught by the professional staff of the school district  
2 6 or school.

2 7 c. Require that the school district or school  
2 8 granted a waiver pursuant to paragraph "b" implement  
2 9 and incorporate into its comprehensive school  
2 10 improvement plan required under section 256.7,  
2 11 subsection 21, accountability measures designed to  
2 12 demonstrate that academic credit is awarded based  
2 13 upon successful completion of content or achievement  
2 14 of competencies by students enrolled in the approved  
2 15 online learning program.

2 16 d. Establish criteria for school districts or  
2 17 schools to use when choosing providers of online  
2 18 learning to meet the online learning program  
2 19 requirements specified in rules adopted pursuant to  
2 20 section 256.7, subsection 8.

2 21 Sec. \_\_\_\_\_. NEW SECTION. 256.27 Online learning  
2 22 program model.

2 23 1. Online learning program model established. The  
2 24 director, pursuant to section 256.9, subsection 65,  
2 25 shall establish an online learning program model that  
2 26 provides for the following:

2 27 a. Online access to high=quality content,  
2 28 instructional materials, and blended learning.

2 29 b. Coursework customized to the needs of the  
2 30 student using online content.

2 31 c. A means for a student to demonstrate competency  
2 32 in completed online coursework.

2 33 d. High=quality online instruction taught by  
2 34 appropriately licensed teachers.

2 35 e. Online content and instruction evaluated on the  
2 36 basis of student learning outcomes.

2 37 f. Use of funds available for online learning for  
2 38 program development, implementation, and innovation.

2 39 g. Infrastructure that supports online learning.

2 40 h. Online administration of online course  
2 41 assessments.

2 42 2. Online learning program waiver application. A  
2 43 school district, charter school, or accredited  
2 44 nonpublic school may apply to the department for a  
2 45 waiver to implement an online learning program pursuant  
2 46 to section 256.9, subsection 65.

2 47 3. Private providers. At the discretion of  
2 48 the school board or authorities in charge of an  
2 49 accredited nonpublic school, after consideration  
2 50 of circumstances created by necessity, convenience,  
3 1 and cost=effectiveness, courses developed by private  
3 2 providers may be utilized by the school district or  
3 3 school in implementing a high=quality online learning  
3 4 program. Courses obtained from private providers shall  
3 5 be taught by teachers licensed under this chapter.

3 6 4. Grading. Grades in online courses shall be  
3 7 based, at a minimum, on whether a student mastered the  
3 8 subject, demonstrated competency, and met the standards  
3 9 established by the school district. Grades shall be  
3 10 conferred by appropriately licensed teachers only.

3 11 5. Accreditation criteria. All online courses and  
3 12 programs shall meet existing accreditation standards.

3 13 Sec. \_\_\_\_\_. Section 256.33, subsection 1, Code 2011,  
3 14 is amended to read as follows:

3 15 1. The department shall consort with school



3 16 districts, area education agencies, community colleges,  
3 17 and colleges and universities ~~to provide assistance~~  
~~3 18 to them~~ in the use of educational technology for  
3 19 instruction purposes. The department shall consult  
3 20 with the advisory committee on telecommunications,  
3 21 established in section 256.7, subsection 7, and other  
3 22 users of educational technology on the development  
3 23 and operation of programs under this section, section  
~~3 24 256.9, subsection 65, and section 256.27.~~>  
3 25 #2. By renumbering as necessary.

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CHAMBERS of O'Brien  
HF2380.4919 (1) 84  
kh/rj

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## House Amendment 8249

PAG LIN

1 1 Amend the amendment, H=8179, to House File 2380 as  
1 2 follows:

1 3 #1. Page 1, line 12, by striking <one=half> and  
1 4 inserting <eighteen one=hundredths>

1 5 #2. Page 1, line 13, after <pupils> by inserting  
1 6 <, and shall limit a school district's enrollment of  
1 7 pupils in educational instruction and course content  
1 8 that is delivered over the internet to not more than  
1 9 one percent of the school district's enrollment>

1 10 #3. Page 3, after line 12 by inserting:

1 11 <Sec. \_\_\_\_\_. NEW SECTION. 256.28 Iowa learning  
1 12 online initiative.

1 13 1. An Iowa learning online initiative is  
1 14 established within the department of education to  
1 15 partner with school districts and accredited nonpublic  
1 16 schools to provide distance education to high school  
1 17 students statewide. The department shall utilize  
1 18 a variety of content repositories, including those  
1 19 maintained by the area education agencies and the  
1 20 public broadcasting division, in administering the  
1 21 initiative.

1 22 2. Coursework offered under the initiative shall  
1 23 meet the requirements of section 256.7, subsections  
1 24 7, 8, and 9, and shall be taught by an appropriately  
1 25 licensed teacher who has completed an online=learning  
1 26 =for=Iowa=educators=professional=development project  
1 27 offered by area education agencies, a teacher  
1 28 preservice program, or comparable coursework.

1 29 3. Under the initiative, students must be enrolled  
1 30 in a participating school district or school, which  
1 31 is responsible for recording grades received for  
1 32 initiative coursework in a student's permanent record,  
1 33 awarding high school credit for initiative coursework,  
1 34 and issuing high school diplomas to students enrolled  
1 35 in the district or school who participate and complete  
1 36 coursework under the initiative. Each participating  
1 37 school district or school shall identify a site  
1 38 coordinator to serve as a student advocate and as a  
1 39 liaison between the initiative staff and teachers and  
1 40 the school district or school.

1 41 4. Coursework offered under the initiative shall  
1 42 be rigorous and high quality, and the department  
1 43 shall annually evaluate the quality of the courses,  
1 44 ensure that coursework is aligned with the state's  
1 45 core curriculum and core content requirements and  
1 46 standards, as well as national standards of quality for  
1 47 online courses issued by an internationally recognized  
1 48 association for kindergarten through grade twelve  
1 49 online learning.

1 50 5. The department may waive any requirement that a  
2 1 subject being studied under the initiative by a student  
2 2 enrolled in a school district or school participating  
2 3 in the initiative be a subject that is offered and  
2 4 taught by the professional staff of the participating

2 5 school district or school.>  
2 6 [#4.](#) Page 3, after line 24 by inserting:  
2 7 <Sec. \_\_\_\_\_. CENTER OF EXCELLENCE FOR ONLINE LEARNING  
2 8 ==== LEGISLATIVE INTENT. It is the intent of the general  
2 9 assembly to encourage and support the establishment  
2 10 of a center for excellence for online learning at the  
2 11 university of northern Iowa.>  
2 12 [#5.](#) By renumbering as necessary.

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CHAMBERS of O'Brien

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J. TAYLOR of Woodbury  
H8179.5092 (1) 84  
kh/rj

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## House Amendment 8180

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 #1. Page 3, after line 25 by inserting:  
1 3 <(3) Notwithstanding any provision to the contrary,  
1 4 an accredited nonpublic school is not required to  
1 5 meet the core curriculum and core content standards  
1 6 requirements of this chapter that are in conflict  
1 7 with tenets and practices of the bona fide religious  
1 8 institution in charge of the school.>  
1 9 #2. Page 14, line 11, after <submitted> by inserting  
1 10 <for posting>  
1 11 #3. Page 14, by striking lines 12 and 13 and  
1 12 inserting <districts, area education agencies, and  
1 13 charter schools; and may be submitted by accredited  
1 14 nonpublic schools.>  
1 15 #4. By renumbering as necessary.

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J. TAYLOR of Woodbury

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CHAMBERS of O'Brien

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HAGENOW of Polk

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KLEIN of Washington  
HF2380.4938 (2) 84  
kh/rj

# House Amendment 8181

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 #1. Page 55, before line 23 by inserting:  
1 3 <DIVISION \_\_\_\_  
1 4 TRAINING PREPARATION AND LICENSURE PROVISIONS  
1 5 Sec. \_\_\_\_\_. Section 256.7, subsection 30, Code  
1 6 Supplement 2011, is amended to read as follows:  
1 7 30. Set standards and procedures for the approval  
1 8 of training programs for individuals who seek an  
1 9 authorization issued by the board of educational  
1 10 examiners for ~~employment~~ the following:  
1 11 a. Employment as a school business official  
1 12 responsible for the financial operations of a school  
1 13 district.  
1 14 b. Employment as a school administration manager  
1 15 responsible for assisting a school principal in  
1 16 performing noninstructional duties.  
1 17 Sec. \_\_\_\_\_. Section 256.16, subsection 1, Code 2011,  
1 18 is amended by striking the subsection and inserting in  
1 19 lieu thereof the following:  
1 20 1. Pursuant to section 256.7, subsection 5, the  
1 21 state board shall adopt rules requiring all higher  
1 22 education institutions providing approved practitioner  
1 23 preparation programs to do the following:  
1 24 a. Require any candidate for admission to the  
1 25 practitioner preparation program to have a cumulative  
1 26 postsecondary grade point average at the time of  
1 27 application of at least three on a four-point scale,  
1 28 or its equivalent if another scale is used, unless the  
1 29 institution, at its discretion, determines that good  
1 30 cause exists. Each institution shall submit to the  
1 31 department annually the number of students who received  
1 32 good cause exemptions under this paragraph, the reasons  
1 33 the exemptions were granted, and the academic outcomes  
1 34 of the students receiving good cause exemptions.  
1 35 b. (1) Administer a basic skills test, which  
1 36 has been approved by the director, to practitioner  
1 37 preparation program admission candidates. Candidates  
1 38 who do not successfully pass the test with a score  
1 39 above the twenty-fifth percentile nationally shall be  
1 40 denied admission to the program.  
1 41 (2) A student shall not successfully complete the  
1 42 program unless the student achieves scores above the  
1 43 twenty-fifth percentile nationally on an assessment  
1 44 approved by the director in pedagogy and at least one  
1 45 content area, and, beginning July 1, 2013, achieves a  
1 46 cumulative grade point average in the program of at  
1 47 least three point on a four-point grade scale, or its  
1 48 equivalent if another grade scale is used.  
1 49 c. Include preparation in reading programs and  
1 50 integrate reading strategies into content area methods  
2 1 coursework.  
2 2 d. Include in the professional education program,  
2 3 preparation that contributes to the education of  
2 4 students with disabilities and students who are

2 5 gifted and talented, and preparation in classroom  
2 6 management addressing high-risk behaviors including  
2 7 but not limited to behaviors related to substance  
2 8 abuse. Preparation required under this paragraph must  
2 9 be successfully completed before graduation from the  
2 10 practitioner preparation program.

2 11 Sec. \_\_\_\_\_. Section 272.1, Code 2011, is amended by  
2 12 adding the following new subsection:

2 13 NEW SUBSECTION. 11A. "School administration  
2 14 manager" means a person who is authorized to assist  
2 15 a school principal in performing noninstructional  
2 16 administrative duties.

2 17 Sec. \_\_\_\_\_. Section 272.2, subsection 13, Code  
2 18 Supplement 2011, is amended to read as follows:

2 19 13. Adopt rules to ~~provide for nontraditional~~  
~~2 20 preparation options for licensing persons who hold~~  
~~2 21 a bachelor's degree from an accredited college or~~  
~~2 22 university, who do not meet other requirements for~~  
~~2 23 licensure~~ establish alternative licensure pathways for  
2 24 an initial teacher license and an initial administrator  
2 25 license and endorsement pursuant to section 272.16.  
2 26 The rules shall prescribe standards and procedures  
2 27 for the approval of alternative principal licensing  
2 28 programs which may be offered in this state by  
2 29 designated agencies located within or outside this  
2 30 state. Procedures provided for approval of alternative  
2 31 principal licensing programs shall include procedures  
2 32 for enforcement of the prescribed standards.

2 33 Sec. \_\_\_\_\_. NEW SECTION. 272.16 Alternative  
2 34 licensure and endorsement.

2 35 1. The board shall establish alternative licensure  
2 36 pathways for an initial teacher license and an initial  
2 37 administrator license and endorsement.

2 38 2. The alternative pathway for an initial teacher  
2 39 license shall include all of the following components:

2 40 a. A requirement that the applicant for the  
2 41 alternative pathway to an initial teacher license meet  
2 42 all of the following criteria:

2 43 (1) Hold, at a minimum, a bachelor's degree from  
2 44 a regionally accredited postsecondary institution and  
2 45 twenty-four postsecondary credit hours in the content  
2 46 area to be taught at the licensure level sought by the  
2 47 applicant; or, in order to teach a foreign language,  
2 48 the applicant shall hold at least a bachelor's degree  
2 49 and be a native speaker of the language to be taught.

2 50 (2) Have successfully passed a background check  
3 1 conducted in accordance with section 272.2, subsection  
3 2 17.

3 3 (3) Have at least three recent consecutive years of  
3 4 successful, relevant work experience.

3 5 (4) Have successfully passed a basic skills test,  
3 6 approved by the director, for acceptance. An applicant  
3 7 utilizing the alternative pathway to an initial teacher  
3 8 license shall not be issued such a license unless  
3 9 the student achieves scores above the twenty-fifth  
3 10 percentile nationally on an examination approved by the  
3 11 board for knowledge of pedagogies and in at least one  
3 12 content area.

3 13 (5) Have a cumulative postgraduate grade point  
3 14 average of at least three on a four-point scale, or its  
3 15 equivalent if another grade scale is used.

3 16 b. A requirement that the person issued an initial  
3 17 teacher license pursuant to this subsection shall,  
3 18 during the person's first three years of teaching,  
3 19 successfully complete a beginning teacher mentoring and  
3 20 induction program pursuant to section 284.5, and shall  
3 21 successfully complete eighteen postsecondary credit  
3 22 hours of pedagogy coursework before the person may be  
3 23 issued a license beyond the initial license.

3 24 3. The alternative pathway for an initial  
3 25 administrator license shall include all of the  
3 26 following components:

3 27 a. A requirement that the applicant for the  
3 28 alternative pathway to an initial administrator license  
3 29 meet all of the following criteria:

3 30 (1) Hold, at a minimum, a bachelor's degree from a  
3 31 regionally accredited postsecondary institution.

3 32 (2) Have successfully passed a background check  
3 33 conducted in accordance with section 272.2, subsection  
3 34 17.

3 35 b. A requirement that a person who is issued an  
3 36 initial administrator license through the alternative  
3 37 pathway specified by this subsection may be employed by  
3 38 a school district or accredited nonpublic school and,  
3 39 for the first consecutive three years of employment  
3 40 as a building principal, shall be supervised and  
3 41 mentored by a person who holds a valid professional  
3 42 administrator license.

3 43 4. A person with at least five recent years of  
3 44 successful experience as a professional educator, and  
3 45 who is enrolled in an alternative principal licensing  
3 46 program approved by the board, may qualify for an  
3 47 initial administrator license.

3 48 5. A person with at least five recent years of  
3 49 successful management experience in business; industry;  
3 50 local, state, or federal government; or the military  
4 1 service of the United States, and who has successfully  
4 2 completed an alternative principal licensing program  
4 3 approved by the board, may qualify for an initial  
4 4 administrator license.

4 5 6. a. The alternative pathway for an initial  
4 6 administrator endorsement for school superintendents  
4 7 and area education agency administrators shall require  
4 8 an applicant to meet all of the following criteria:

4 9 (1) Hold, at a minimum, a bachelor's degree from a  
4 10 regionally accredited postsecondary institution.

4 11 (2) Have successfully passed a background check  
4 12 conducted in accordance with section 272.2, subsection  
4 13 17.

4 14 (3) Have at least five recent years of successful,  
4 15 relevant experience as a professional educator or  
4 16 management experience in business; industry; local,  
4 17 state, or federal government; or the military service  
4 18 of the United States.

4 19 b. A person issued an initial administrator  
4 20 endorsement for superintendents or area education  
4 21 agency administrators under this subsection shall  
4 22 successfully complete a beginning mentoring and  
4 23 induction program with a mentor who is a superintendent  
4 24 or area education agency administrator, as appropriate.

4 25 c. A person issued an initial administrator  
4 26 endorsement for superintendents or area education

4 27 agency administrators pursuant to this subsection,  
4 28 who successfully completes three years of experience  
4 29 as a superintendent or area education agency  
4 30 administrator, may be issued a license beyond the  
4 31 initial administrator endorsement.

4 32 7. Upon application, a person who holds an initial  
4 33 administrator license issued pursuant to subsection 3,  
4 34 and who has three years of successful experience as a  
4 35 principal, shall be issued a professional administrator  
4 36 license.

4 37 Sec. \_\_\_\_\_. Section 272.25, subsection 1, Code 2011,  
4 38 is amended to read as follows:

4 39 1. A requirement that each student admitted to  
4 40 an approved practitioner preparation program must  
4 41 participate in field experiences that include both  
4 42 observation and participation in teaching activities in  
4 43 a variety of school settings. These field experiences  
4 44 shall comprise a total of at least fifty hours in  
4 45 duration, at least ten hours of which shall occur prior  
4 46 to a student's acceptance in an approved practitioner  
4 47 preparation program. The student teaching experience  
4 48 shall be a minimum of ~~twelve~~ fifteen weeks in duration  
4 49 during the student's final year of the practitioner  
4 50 preparation program.

5 1 Sec. \_\_\_\_\_. Section 272.31, Code 2011, is amended by  
5 2 adding the following new subsection:

5 3 NEW SUBSECTION. 2A. The board shall issue a school  
5 4 administration manager authorization to an individual  
5 5 who successfully completes a training program that  
5 6 meets the standards set by the state board pursuant to  
5 7 section 256.7, subsection 30, and who complies with  
5 8 rules adopted by the state board pursuant to subsection  
5 9 3.>

5 10 #2. By renumbering as necessary.

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CHAMBERS of O'Brien

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FORRISTALL of Pottawattamie

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DOLECHECK of Ringgold  
HF2380.4890 (2) 84  
kh/rj



## House Amendment 8237

PAG LIN

1 1 Amend the amendment, H=8181, to House File 2380 as  
1 2 follows:  
1 3 [#1.](#) Page 1, by striking lines 24 through 34.  
1 4 [#2.](#) Page 1, by striking lines 45 through 48 and  
1 5 inserting <content area.>  
1 6 [#3.](#) Page 3, by striking lines 13 through 15.  
1 7 [#4.](#) By renumbering, redesignating, and correcting  
1 8 internal references as necessary.

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VANDER LINDEN of Mahaska  
H8181.5067 (1) 84  
kh/rj

## House Amendment 8185

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 [#1.](#) Page 11, line 16, by striking <The> and  
1 3 inserting <Except as otherwise provided in this  
1 4 subsection, the>  
1 5 [#2.](#) Page 11, line 22, after <program.> by inserting  
1 6 <Moneys in the fund shall not be disbursed for a grant  
1 7 award under this section without the approval of the  
1 8 state board.>

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J. TAYLOR of Woodbury

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KAUFMANN of Cedar

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PAUSTIAN of Scott

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BYRNES of Mitchell  
HF2380.4948 (3) 84  
kh/nh

## House Amendment 8248

PAG LIN

1 1 Amend the amendment, H=8189, to House File 2380 as  
1 2 follows:  
1 3 #1. Page 1, line 3, after <13> by inserting <and  
1 4 inserting:  
1 5 <Sec. \_\_\_\_\_. Section 256.7, subsection 26, paragraph  
1 6 b, Code Supplement 2011, is amended to read as follows:  
1 7 b. Continue the inclusive process begun during the  
1 8 initial development of a core curriculum for grades  
1 9 nine through twelve including stakeholder involvement,  
1 10 including but not limited to representatives from  
1 11 the private sector and the business community, and  
1 12 alignment of the core curriculum to other recognized  
1 13 sets of national and international standards. The  
1 14 state board shall also recommend quality assessments  
1 15 to school districts and accredited nonpublic schools  
1 16 to measure the core curriculum. The state board  
1 17 shall establish scoring levels of excellence by  
1 18 which students who achieve those levels on quality  
1 19 assessments may qualify for a scholarship under the all  
1 20 Iowa opportunity scholarship program.>> >>

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MASCHER of Johnson  
H8189.5085 (1) 84  
kh/sc

## House Amendment 8191

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 #1. Page 4, after line 12 by inserting:  
1 3 <Sec. \_\_\_\_\_. NEW SECTION. 256.27 Remediation  
1 4 council.  
1 5 1. A remediation council is established consisting  
1 6 of eight members appointed as follows:  
1 7 a. One member representing the community colleges  
1 8 appointed by the president of the Iowa association of  
1 9 community college presidents.  
1 10 b. One member representing the accredited private  
1 11 institutions appointed by the president of the Iowa  
1 12 association of independent colleges and universities.  
1 13 c. One member representing the institutions of  
1 14 higher education governed by the state board of regents  
1 15 appointed by the president of the state board of  
1 16 regents.  
1 17 d. One member representing the practitioner  
1 18 preparation programs at institutions of higher  
1 19 education governed by the state board of regents  
1 20 appointed by the president of the state board of  
1 21 regents.  
1 22 e. One member representing school districts  
1 23 appointed by the president of the Iowa association of  
1 24 school boards.  
1 25 f. One member representing accredited nonpublic  
1 26 schools appointed by the director of the department of  
1 27 education.  
1 28 g. One member representing the department of  
1 29 education appointed by the director of the department  
1 30 of education.  
1 31 h. One member representing the area education  
1 32 agencies appointed by the area education agency  
1 33 administrators.  
1 34 2. Council members shall serve three-year terms  
1 35 beginning and ending as provided in section 69.19,  
1 36 and appointments shall comply with sections 69.16 and  
1 37 69.16A. Vacancies on the council shall be filled in  
1 38 the same manner as the original appointment. A person  
1 39 appointed to fill a vacancy shall serve only for the  
1 40 unexpired portion of the term.  
1 41 3. The member representing the department of  
1 42 education shall convene the initial meeting. The  
1 43 council shall elect one of its members as chairperson.  
1 44 The council shall meet at least quarterly, and at any  
1 45 time on the call of the chairperson.  
1 46 4. a. The department shall provide staffing  
1 47 services for the council.  
1 48 b. Notwithstanding section 257.16, subsection 5,  
1 49 the administrative costs of the council shall be paid  
1 50 from the appropriation made pursuant to section 257.16,  
2 1 subsection 5.  
2 2 5. a. Prior to the initial meeting of the council,  
2 3 the member representing the community colleges shall  
2 4 convene a meeting of members appointed pursuant to

2 5 subsection 1, paragraphs "a" through "d" to define  
2 6 "remediation" for purposes of the council and outline  
2 7 the skills and expectations for postsecondary level  
2 8 attendance. The definitions and outline shall be  
2 9 distributed and discussed at the initial council  
2 10 meeting.  
2 11 b. The council shall identify measures to help  
2 12 students transition from the secondary to the  
2 13 postsecondary level, limit the cost of remediation,  
2 14 define and standardize the skill sets that determine  
2 15 the need for remediation, and create effective  
2 16 partnerships between secondary schools and higher  
2 17 education institutions. The council shall review  
2 18 activities and services designed to align school  
2 19 district curricula with core postsecondary level  
2 20 requirements and decrease the need for remedial  
2 21 coursework at the secondary school grade level through  
2 22 grade sixteen. The council shall develop strategies to  
2 23 strengthen grade nine through grade sixteen standards,  
2 24 competencies, assessment systems, and the professional  
2 25 development of teachers. For the fiscal year beginning  
2 26 July 1, 2012, the council shall focus on mathematics  
2 27 and English remediation measures.  
2 28 6. The council shall submit its findings and  
2 29 recommendations in a report to the state board  
2 30 of education and the general assembly by November  
2 31 15 annually. The state board and department of  
2 32 education shall use the findings and recommendations to  
2 33 strengthen the common core curriculum and core content  
2 34 standards.>  
2 35 [#2.](#) Page 5, after line 5 by inserting:  
2 36 <Sec. \_\_\_\_\_. CONTINGENT EFFECTIVENESS. Section  
2 37 256.27, subsection 4, paragraph "b", as enacted by this  
2 38 division of this Act, takes effect only if the section  
2 39 of the division of this Act enacting section 257.16,  
2 40 subsection 5, is enacted.>  
2 41 [#3.](#) By renumbering as necessary.

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BYRNES of Mitchell

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HF2380.4976 (1) 84  
kh/rj

## House Amendment 8241

PAG LIN

1 1 Amend the amendment, H=8191, to House File 2380 as  
1 2 follows:  
1 3 [#1.](#) Page 2, by striking lines 35 through 40.

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BYRNES of Mitchell  
H8191.5082 (1) 84  
kh/rj

# House Amendment 8196

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 #1. Page 55, before line 23 by inserting:  
1 3 <DIVISION \_\_\_\_  
1 4 KINDERGARTEN REQUIREMENT  
1 5 Sec. \_\_\_\_\_. Section 299.1A, Code 2011, is amended to  
1 6 read as follows:  
1 7 299.1A Compulsory attendance age.  
1 8 1. ~~A~~ Except as provided in subsection 2, a  
1 9 child who has reached the age of six and is under  
1 10 sixteen years of age by September 15 is of compulsory  
1 11 attendance age. However, if a child enrolled in a  
1 12 school district or accredited nonpublic school reaches  
1 13 the age of sixteen on or after September 15, the child  
1 14 remains of compulsory age until the end of the regular  
1 15 school calendar.  
1 16 2. A child who has reached the age of five by  
1 17 September 15 and who is enrolled in a school district  
1 18 shall be considered to be of compulsory attendance  
1 19 age.>  
1 20 #2. By renumbering as necessary.

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STECKMAN of Cerro Gordo

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WINCKLER of Scott

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CHAMBERS of O'Brien

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FORRISTALL of Pottawattamie

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DOLECHECK of Ringgold  
HF2380.4779 (3) 84  
kh/rj

## House Amendment 8240

PAG LIN

1 1 Amend the amendment, H=8196, to House File 2380 as  
1 2 follows:  
1 3 [#1.](#) Page 1, line 19, after <age> by inserting  
1 4 <unless the parent or guardian of the child notifies  
1 5 the school district in writing of the parent's or  
1 6 guardian's intent to remove the child from enrollment  
1 7 in the school district>

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CHAMBERS of O'Brien  
H8196.5064 (2) 84  
kh/rj



## House Amendment 8198

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 #1. Page 14, after line 27 by inserting:  
1 3 <Sec. \_\_\_\_\_. Section 257.11, subsection 7, Code 2011,  
1 4 is amended to read as follows:  
1 5 7. Shared classes ~~delivered over the Iowa~~  
~~1 6 communications network.~~  
1 7 a. A school district that provides a virtual class  
1 8 to a pupil in another school district and the school  
1 9 district receiving that virtual class for a pupil shall  
1 10 each receive a supplemental weighting of one-twentieth  
1 11 of the percentage of the pupil's school day during  
1 12 which the pupil attends the virtual class.  
1 13 b. Fifty percent of the funding the school district  
1 14 providing the virtual class receives as a result of  
1 15 this subsection shall be reserved as additional pay for  
1 16 the virtual classroom instructor. If an instructor's  
1 17 contract provides additional pay for teaching a virtual  
1 18 class, the instructor shall receive the greater amount  
1 19 of either the amount provided for in this paragraph or  
1 20 the amount provided for in the instructor's contract.  
1 21 c. A school district receiving a virtual class for  
1 22 a pupil from a community college, which class meets  
1 23 the sharing agreement requirements in subsection 3,  
1 24 shall receive a supplemental funding weighting of  
1 25 one-twentieth of the percentage of the pupil's school  
1 26 day during which the pupil attends the virtual class.  
1 27 d. For the purposes of this subsection, "virtual  
1 28 class" means ~~either~~ any of the following:  
1 29 (1) A class provided by a school district to  
1 30 a pupil in another school district via the Iowa  
1 31 communications network's video services.  
1 32 (2) A class provided by a community college to a  
1 33 pupil in a school district via the Iowa communications  
1 34 network's video services.  
1 35 (3) An advanced placement course provided to a  
1 36 pupil in a school district under an agreement with  
1 37 the Iowa online advanced placement academy science,  
1 38 technology, engineering, and mathematics initiative  
1 39 under section 263.8A, subsection 2.  
1 40 (4) A course provided by the Iowa learning online  
1 41 initiative of the department of education to a pupil  
1 42 in a school district under an agreement with the  
1 43 department.>  
1 44 #2. By renumbering as necessary.

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WINCKLER of Scott

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STECKMAN of Cerro Gordo

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CHAMBERS of O'Brien

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FORRISTALL of Pottawattamie

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DOLECHECK of Ringgold  
HF2380.4850 (2) 84  
kh/rj

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## House Amendment 8199

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 #1. By striking page 2, line 27, through page 3,  
1 3 line 25.  
1 4 #2. Page 5, after line 5 by inserting:  
1 5 <Sec. \_\_\_\_\_. DEPARTMENT OF EDUCATION == CORE  
1 6 CURRICULUM STUDY. The department of education shall  
1 7 conduct a study of the core curriculum and the core  
1 8 content standards and the skills necessary to prepare  
1 9 students for the future. The department shall develop  
1 10 a plan for meeting the global education needs of  
1 11 students in kindergarten through grade twelve that,  
1 12 at a minimum, determines how to incorporate content  
1 13 areas that include but are not limited to fine arts,  
1 14 applied arts, humanities, physical education, and world  
1 15 languages into the core curriculum. The department  
1 16 shall submit its findings and recommendations in a  
1 17 report to the general assembly by November 15, 2012.>  
1 18 #3. By renumbering as necessary.

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WINCKLER of Scott

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HF2380.4935 (1) 84  
kh/rj

# House Amendment 8230

PAG LIN

1 1 Amend the amendment, H=8214, to House File 2380 as  
 1 2 follows:  
 1 3 #1. By striking page 1, line 2, through page 2, line  
 1 4 50, and inserting:  
 1 5 <\_\_\_\_. By striking page 45, line 26, through page  
 1 6 54, line 11, and inserting:  
 1 7 <DIVISION \_\_\_\_  
 1 8 EARLY LITERACY  
 1 9 Sec. \_\_\_\_\_. Section 256.7, Code Supplement 2011, is  
 1 10 amended by adding the following new subsection:  
 1 11 NEW SUBSECTION. 33. By July 1, 2013, adopt by  
 1 12 rule guidelines for school district implementation of  
 1 13 section 279.68, including but not limited to basic  
 1 14 levels of reading proficiency on approved assessments  
 1 15 and identification of tools that school districts may  
 1 16 use in evaluating and reevaluating any student who may  
 1 17 be or who is determined to be deficient in reading,  
 1 18 including but not limited to initial assessments and  
 1 19 subsequent assessments, alternative assessments,  
 1 20 and portfolio reviews. The state board shall adopt  
 1 21 standards that provide a reasonable expectation that  
 1 22 a student's progress toward reading proficiency under  
 1 23 section 279.68 is sufficient to master appropriate  
 1 24 grade four level reading skills prior to the student's  
 1 25 promotion to grade four.  
 1 26 Sec. \_\_\_\_\_. Section 256.9, subsection 53, paragraph  
 1 27 a, Code Supplement 2011, is amended to read as follows:  
 1 28 a. Develop and distribute, or approve, in  
 1 29 collaboration with the area education agencies, core  
 1 30 curriculum technical assistance and implementation  
 1 31 strategies that school districts and accredited  
 1 32 nonpublic schools shall utilize, including but not  
 1 33 limited to the development and delivery of formative  
 1 34 and end-of-course model assessments classroom  
 1 35 teachers may use to measure student progress on the  
 1 36 core curriculum adopted pursuant to section 256.7,  
 1 37 subsection 26. The department shall, in collaboration  
 1 38 with the advisory group convened in accordance with  
 1 39 paragraph "b" and educational assessment providers,  
 1 40 identify and make available to school districts  
 1 41 end-of-course and additional model end-of-course and  
 1 42 additional assessments to align with the expectations  
 1 43 included in the Iowa core curriculum. The model  
 1 44 assessments shall be suitable to meet the multiple  
 1 45 assessment measures requirement specified in section  
 1 46 256.7, subsection 21, paragraph "c".  
 1 47 Sec. \_\_\_\_\_. Section 256.9, subsection 53, Code  
 1 48 Supplement 2011, is amended by adding the following new  
 1 49 paragraphs:  
 1 50 NEW PARAGRAPH. c. Identify the scoring levels on  
 2 1 approved grade three reading assessments that provide  
 2 2 guidance to a school district for determining the  
 2 3 progress of a student pursuant to section 279.68, and  
 2 4 develop or identify and approve alternative performance

2 5 measures for students who are not proficient in  
2 6 reading. Alternative performance measures approved  
2 7 pursuant to this paragraph shall include but not be  
2 8 limited to a demonstration of reading mastery evidenced  
2 9 by portfolios of student work.

2 10 NEW PARAGRAPH. d. Establish, subject to an  
2 11 appropriation of sufficient funds by the general  
2 12 assembly, an Iowa reading research center to apply  
2 13 current research on literacy to provide for the  
2 14 development and dissemination of all of the following:

2 15 (1) Promising instructional strategies in reading.

2 16 (2) Reading assessments.

2 17 (3) Professional development strategies and  
2 18 materials aligned with current and emerging best  
2 19 practices for the teaching of reading.

2 20 Sec. \_\_\_\_ NEW SECTION. 256.25 Iowa family literacy  
2 21 initiative.

2 22 1. An Iowa family literacy initiative shall  
2 23 be established and administered by the department  
2 24 to provide block grants to eligible entities that  
2 25 integrate early childhood education, adult literacy,  
2 26 parenting education, and interactive parent and  
2 27 child literacy activities. If funds are appropriated  
2 28 by the general assembly for the program, the state  
2 29 board shall adopt rules for the administration of  
2 30 the program, which shall be modeled on the federal  
2 31 even start family literacy program enacted pursuant  
2 32 to 20 U.S.C. {6381=6381k. For purposes of this  
2 33 section, "eligible entity" means one or more school  
2 34 districts that enter into a partnership with one or  
2 35 more nonprofit community-based organizations, a public  
2 36 agency other than a school district, a community  
2 37 college, institution of higher education governed  
2 38 by the state board of regents, an accredited private  
2 39 institution as defined in section 261.9, or a public or  
2 40 private nonprofit organization of demonstrated quality  
2 41 as determined by the department.

2 42 2. The department, in consultation with the  
2 43 child development coordinating council and the  
2 44 early childhood Iowa state board, shall develop an  
2 45 application process; establish grant application  
2 46 selection criteria and priorities; and develop  
2 47 indicators of program quality which shall be used by  
2 48 the department to monitor, evaluate, and improve local  
2 49 family literacy projects operated by grantees. The  
2 50 department shall develop project standards for all  
3 1 of the project elements established pursuant to this  
3 2 subsection. A local family literacy project awarded a  
3 3 block grant pursuant to this section shall include but  
3 4 not be limited to all of the following elements:

3 5 a. Identification and recruitment of families most  
3 6 in need of family literacy services.

3 7 b. High-quality, intensive instructional services.

3 8 c. Staff qualifications that meet department  
3 9 standards.

3 10 d. Year-round services.

3 11 e. Coordination with other programs.

3 12 f. Local independent evaluation, the results of  
3 13 which shall be used for program improvement and to  
3 14 determine whether the project is meeting expectations  
3 15 using the indicators of program quality developed by

3 16 the department.

3 17 Sec. \_\_\_\_\_. Section 256C.3, subsection 3, Code 2011,  
3 18 is amended by adding the following new paragraph:

3 19 NEW PARAGRAPH. i. Provision for reimbursement of  
3 20 reasonable administrative costs for persons providing  
3 21 contract services for a local program. If justified  
3 22 by the expenses involved, the administrative costs may  
3 23 exceed eight percent of the direct costs attributed to  
3 24 the contract services.

3 25 Sec. \_\_\_\_\_. NEW SECTION. 279.68 Student progression  
3 26 ==== remedial instruction ==== reporting requirements.

3 27 1. Reading deficiency and parental notification.

3 28 a. A school district shall provide intensive  
3 29 reading instruction to any student who exhibits a  
3 30 substantial deficiency in reading, based upon locally  
3 31 determined or statewide assessments conducted in  
3 32 kindergarten or grade one, grade two, or grade three,  
3 33 or through teacher observations, immediately following  
3 34 the identification of the reading deficiency. The  
3 35 student's reading proficiency shall be reassessed by  
3 36 locally determined and statewide assessments. The  
3 37 student shall continue to be provided with intensive  
3 38 reading instruction until the reading deficiency is  
3 39 remedied.

3 40 b. The parent or guardian of any student in  
3 41 kindergarten through grade three who exhibits a  
3 42 substantial deficiency in reading, as described in  
3 43 paragraph "a", shall be notified at least annually in  
3 44 writing of the following:

3 45 (1) That the child has been identified as having a  
3 46 substantial deficiency in reading.

3 47 (2) A description of the services currently  
3 48 provided to the child.

3 49 (3) A description of the proposed supplemental  
3 50 instructional services and supports that the school  
4 1 district will provide to the child that are designed to  
4 2 remediate the identified area of reading deficiency.

4 3 (4) Strategies for parents and guardians to use  
4 4 in helping the child succeed in reading proficiency,  
4 5 including but not limited to the promotion of  
4 6 parent-guided home reading.

4 7 (5) That the assessment used pursuant to section  
4 8 256.9, subsection 53, is not the sole determiner of  
4 9 promotion and that additional evaluations, portfolio  
4 10 reviews, performance measures, and assessments are  
4 11 available to the child to assist parents and the school  
4 12 district in knowing when a child is reading at or above  
4 13 grade level and ready for grade promotion.

4 14 2. Intensive instructional services. A  
4 15 school district shall do all of the following:

4 16 a. Provide for the completion of a student  
4 17 portfolio for any student who exhibits a substantial  
4 18 deficiency in reading.

4 19 b. Provide students who exhibit a substantial  
4 20 deficiency in reading with intensive instructional  
4 21 services and supports, free of charge, to remediate  
4 22 the identified areas of reading deficiency,  
4 23 including a minimum of a daily ninety-minute block of  
4 24 scientific-research-based reading instruction and other  
4 25 strategies prescribed by the school district which may  
4 26 include but are not limited to the following:

4 27 (1) Small group instruction.  
4 28 (2) Reduced teacher=student ratios.  
4 29 (3) More frequent progress monitoring.  
4 30 (4) Tutoring or mentoring.  
4 31 (5) Transition classes containing students in  
4 32 grades three and four.  
4 33 (6) Extended school day, week, or year.  
4 34 (7) Summer reading programs.  
4 35 c. At regular intervals, apprise the parent or  
4 36 guardian of academic and other progress being made  
4 37 by the student and give the parent or guardian other  
4 38 useful information.  
4 39 d. Establish a reading enhancement and acceleration  
4 40 development initiative designed to offer intensive  
4 41 accelerated reading instruction to each kindergarten  
4 42 through grade three student who is assessed as  
4 43 exhibiting a reading deficiency. The initiative shall  
4 44 comply with all of the following criteria:  
4 45 (1) Provide assessments that measure phonemic  
4 46 awareness, phonics, fluency, vocabulary, and  
4 47 comprehension.  
4 48 (2) Be provided during regular school hours in  
4 49 addition to the regular reading instruction.  
4 50 (3) Provide a reading curriculum that meets  
5 1 guidelines adopted pursuant to section 256.7,  
5 2 subsection 33, and at a minimum has the following  
5 3 specifications:  
5 4 (a) Assists students assessed as exhibiting a  
5 5 reading deficiency in developing the ability to read  
5 6 at grade level.  
5 7 (b) Provides skill development in phonemic  
5 8 awareness, phonics, fluency, vocabulary, and  
5 9 comprehension.  
5 10 (c) Includes a scientifically based and reliable  
5 11 assessment.  
5 12 (d) Provides initial and ongoing analysis of each  
5 13 student's reading progress.  
5 14 (e) Provides a curriculum in core academic subjects  
5 15 to assist the student in maintaining or meeting  
5 16 proficiency levels for the appropriate grade in all  
5 17 academic subjects.  
5 18 e. Report to the department of education the  
5 19 specific intensive reading interventions and supports  
5 20 implemented by the school district pursuant to this  
5 21 section. The department shall annually prescribe the  
5 22 components of required or requested reports, including  
5 23 but not limited to a report on the number of students  
5 24 retained under this section. >>  
5 25 #2. By renumbering as necessary.

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WINCKLER of Scott  
H8214.5045 (2) 84  
kh/rj

# House Amendment 8216

PAG LIN

1 1 Amend House File 2380 as follows:  
1 2 #1. Page 14, by striking lines 14 and 15 and  
1 3 inserting:  
1 4 <DIVISION \_\_\_\_  
1 5 SCHOOL FUNDING PROVISIONS  
1 6 Sec. \_\_\_\_\_. Section 256C.5, subsection 1, paragraph  
1 7 c, Code Supplement 2011, is amended to read as follows:  
1 8 c. "Preschool budget enrollment" means the figure  
1 9 that is equal to ~~fifty~~ sixty percent of the actual  
1 10 enrollment of eligible students in the preschool  
1 11 programming provided by a school district approved  
1 12 to participate in the preschool program on October 1  
1 13 of the base year, or the first Monday in October if  
1 14 October 1 falls on a Saturday or Sunday.>  
1 15 #2. Page 15, by striking lines 5 and 6 and  
1 16 inserting:  
1 17 <DIVISION \_\_\_\_  
1 18 SCHOOL INSTRUCTIONAL TIME  
1 19 Sec. \_\_\_\_\_. Section 256C.3, subsection 3, paragraph  
1 20 f, Code 2011, is amended to read as follows:  
1 21 f. A minimum of ~~ten~~ fifteen hours per week of  
1 22 instruction delivered on the skills and knowledge  
1 23 included in the student learning standards developed  
1 24 for the preschool program.>  
1 25 #3. By renumbering as necessary.

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STECKMAN of Cerro Gordo

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WINCKLER of Scott

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MASCHER of Johnson  
HF2380.5007 (1) 84  
kh/nh



## House Amendment 8242

PAG LIN

1 1 Amend the amendment, H=8222, to House File 2380 as  
1 2 follows:  
1 3 [#1.](#) Page 1, after line 30 by inserting:  
1 4 <Sec. \_\_\_\_ . EFFECTIVE DATE. This division of this  
1 5 Act takes effect July 1, 2013.>  
1 6 [#2.](#) By renumbering as necessary.

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J. SMITH of Dickinson

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COWNIE of Polk  
H8222.5084 (2) 84  
kh/rj